

**Marlborough Road Academy**  
**Relationship and Sex Education Policy**

**Introduction**

This policy sets out our school's approach to Relationships and Sex Education. The Department for Education states that from September 2020 primary schools must teach Relationships and Health education to all pupils.

Within the statutory guidance document for Relationships and Sex Education and Health Education, Relationships Education is defined as "teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults." (DFE, 2019)

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

Health Education aims to "teach pupils about physical health and mental wellbeing to give them the information that they need to make good decisions about their own health and wellbeing, and to seek support as early as possible when issues arise."

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived. This draws on knowledge of the human life cycle set out in the national curriculum for science.

Its objective is to enable pupils to learn about:

- (i) families and people who care for them, including the nature of marriage and civil partnership and their importance for family life and the bringing up of children,
- (ii) forming and maintaining caring relationships,
- (iii) the characteristics of healthy and respectful relationships, including online,
- (iv) how relationships may affect physical and mental health and wellbeing, and how to ensure they are safe, and
- (v) intimate and sexual relationships including sexual health at an age appropriate level.

Sex education is not compulsory in primary schools. However, the DFE recommends “that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born” (DFE, 2019)

As such United Learning have made the decision that all its primary schools should teach sex education to ensure children are suitably prepared for the transition to secondary school.

At Marlborough Road Academy, we believe that children should be taught some aspects of sex education at an age appropriate level so that our children know the accurate facts concerning this before going to secondary school.

### **Parental and staff involvement regarding the policy**

At Marlborough Road Academy we seek to work with parents, carers and staff in order to provide an effective RSE curriculum for all learners. We will consult with them on the formation of the policy and any changes we make to the policy.

We will inform parents about what their child will be learning by sending out a copy of the RSE curriculum overview of the topics that will be covered in their child’s year group. Parents/ carers will have the opportunity to voice their opinions or ask questions about the curriculum we teach. Information about what is taught and why can be found in the curriculum section on our school website.

### **Parental right to withdraw children**

Parents will have the right to withdraw their child from some or all of the sex education provided that goes beyond the sex education taught under the science curriculum.

At Marlborough Road Academy we teach Sex Education to Year 6 in the Summer term.

You will be able to withdraw your child from this lesson:

- Growing up with Tom and Yasmine
- Lesson 10 – How babies are made: Sexual intercourse.

The school will send a letter before we teach this lesson in the Summer term to inform parents of their right to withdraw their children from the lessons above.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil’s educational record. The headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from RSE.

The Principal will automatically grant a request to withdraw a pupil from any sex education delivered in a primary school, other than as part of the science curriculum.



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## Teaching and Learning Objectives

Our curriculum is based on the Department for Education's list of outcomes which children should be taught by the end of primary school. This can be found in Appendix 1.

We have developed and added to what we have always covered as part of our RSE curriculum to ensure that all areas of new guidance are covered. The resources and materials we use to teach RSE are appropriate for the age and maturity of our pupils and most have been awarded the PSHE Association Quality Mark.

Relationships Education focuses on the areas:

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

### RSE linked to Science

Children will follow up some areas of the Science Curriculum with discrete PSHE lessons.

Children will be taught the scientific names for all body parts including penis, testicles, vagina, vulva in Year 1/2 - Cycle B as part of the science curriculum. This knowledge will be reviewed and added to in Key Stage 2.

Children will be taught about puberty in Years 4, 5 and 6 as part of Health Education. These lessons will be age appropriate.

In Year 6 children will be taught about how babies are made through sexual intercourse, develop and are born. These lessons will be age appropriate.

### Sex Education

At Marlborough Road Academy we believe that children should be taught some aspects of Sex Education so that both boys and girls are prepared for the change's adolescence brings and that children are taught some aspects of sex education so that they are prepared for the transition to secondary school.

Children will also learn about changing relationships, grooming, keeping safe and being safe online, through animations and activities using the nationally recognised programme 'Real Love Rocks', which was developed by the children's charity Barnardo's.

See Appendix 2 to see our RSE overview to find out how we teach Relationships and Sex Education and what resources we use.



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### Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum and are followed up with discrete PSHE lessons.

RSE is taught by the class teacher to ensure that the students feel safe and confident to voice their opinions or ask questions. Before RSE lessons children agree to a set of ground rules with their class to make RSE lessons a safe place to share their thoughts, ask questions and learn about sensitive subjects.

We aim for the RSE curriculum to be taught to all children in our school. We know that our pupils have different needs based on their emotional and physical development, life experiences, and learning differences, but we aim to ensure that all pupils are properly included in RSE. Teachers will plan and deliver work in a variety of ways, in order to meet the needs of individual pupils with SEND. We focus on activities that increase a pupil's assertiveness, communication and relationship skills, their self-esteem and understanding.

### Monitoring

The delivery of RSE is monitored by the PSHE subject leader: This is done through the monitoring of planning, learning walks, drop ins to lessons and talking to pupils.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by the PSHE subject leader annually. At every review, the policy will be approved by the governing board.

### **Complaints**

Provide that any complaints about the relationships and sex education programme should be made in accordance with the school's usual complaints procedure.

### **Policy Review Date**

	<b>Date</b>	<b>Name of owner/author</b>
<b>Authorised:</b>	<i>[INSERT]</i>	<i>[INSERT]</i>
<b>Policy Reviewed:</b>	<i>[INSERT]</i>	<i>[INSERT]</i>
<b>Next Annual Review Date:</b>	<i>[INSERT]</i>	<i>[INSERT]</i>

*Governor responsible*

*[INSERT]*



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## Appendix 1: Summary of DFE requirements for Relationship Education, Relationship and Sex Education, and Health Education

### Relationships Education – Primary Schools

By the end of Primary School:

<b>Families and people who care for me</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"><li>▪ That families are important for children growing up because they can give love, security and stability.</li><li>▪ 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.</li><li>▪ That other families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care for them.</li><li>▪ 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.</li><li>▪ That marriage/civil partnership represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li><li>▪ How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li></ul>
<b>Caring Friendships</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"><li>▪ How important friendships are in making us feel happy and secure, and how people choose and make friends.</li><li>▪ The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties.</li><li>▪ That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li><li>▪ That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li><li>▪ How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others, if needed.</li></ul>



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<b>Respectful relationships</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>▪ The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>▪ Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>▪ The conventions of courtesy and manners.</li> <li>▪ The importance of self-respect and how this links to their own happiness.</li> <li>▪ That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>▪ About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>▪ What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>▪ The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<b>Online relationships</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>▪ That people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>▪ That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>▪ The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>▪ How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>▪ How information and data is shared and used online.</li> </ul>
<b>Being safe</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>▪ What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> </ul>



	<ul style="list-style-type: none"> <li>▪ About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>▪ That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>▪ How to respond safely and appropriately to adults (in all contexts, including online) they may encounter who they do not know.</li> <li>▪ How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>▪ How to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.</li> <li>▪ Where to get advice from e.g. family, school and/or other sources.</li> </ul>
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### Health Education: Physical Health and Wellbeing – Primary Schools

By the end of Primary School:

<b>Mental wellbeing</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>▪ That mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>▪ That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>▪ 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.</li> <li>▪ How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>▪ The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>▪ Simple self-care techniques, including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests.</li> <li>▪ Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>▪ That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>▪ Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried</li> </ul>
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	<p>about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</p> <ul style="list-style-type: none"> <li>It is common for people to experience mental ill health. For many people who do, the problems can resolve if the right support is made available and accessed, especially if they access support as early as possible.</li> </ul>
<b>Internet safety and harms</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>That for most people the internet is an integral part of life and has many benefits.</li> <li>About the benefits of balancing time spent on and offline, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>Why social media, some computer games and online gaming, for example, are age restricted.</li> <li>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.</li> <li>How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>Where and how to report concerns and get support with issues online.</li> </ul>
<b>Physical health and fitness</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>The characteristics and mental and physical benefits of an active lifestyle.</li> <li>The importance of building regular exercise into daily and weekly routines and how to achieve this, for example a daily active mile or other forms of regular, vigorous exercise.</li> <li>The risks associated with an inactive lifestyle (including obesity).</li> <li>How and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
<b>Healthy eating</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>What constitutes a healthy diet (including understanding calories, and nutritional content).</li> <li>The principles of planning and preparing a range of healthy meals.</li> </ul>



	<ul style="list-style-type: none"> <li>▪ The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>▪ The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
<b>Health and prevention</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>▪ How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>▪ About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>▪ The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>▪ About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>▪ About personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing.</li> <li>▪ The facts and science relating to allergies, immunisation and vaccination.</li> </ul>
<b>Basic first aid</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>▪ How to make a clear and efficient call to emergency services if necessary.</li> <li>▪ Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
<b>Changing adolescent body</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>▪ Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>▪ About menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>



Appendix 2

Nursery	Pupils should have the opportunity to learn:	Activities/ resources
	<ul style="list-style-type: none"> <li>▪ The importance of self-respect and how this links to their own happiness.</li> <li>▪ The importance of respecting others, even when they are very different from them, or make different choices or have different preferences or beliefs.</li> </ul>	<p>You Choose – Book</p> <p>Red Rockets and Rainbow Jelly – Book</p>
	<ul style="list-style-type: none"> <li>▪ That families are important for children growing up because they can give love, security and stability.</li> <li>▪ 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.</li> <li>▪ 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.</li> </ul>	<p>The Family Book – Book</p> <p>Mommy, Mama and Me – Book</p>
	<ul style="list-style-type: none"> <li>▪ How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> </ul>	<p>Blue Chameleon – Book</p>
	<ul style="list-style-type: none"> <li>▪ How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> <li>▪ That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>▪ About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> </ul>	<p>NSPCC – Talk PANTS –</p> <p>P – Private Parts are private</p> <p>A – Always remember your body belongs to you</p> <p>N – No means No</p> <p>T – Talk about secrets that upset you</p> <p>S – Speak up, someone can help</p>

Reception	Pupils should have the opportunity to learn:	Activities/ resources
	<ul style="list-style-type: none"> <li>The importance of self-respect and how this links to their own happiness.</li> <li>The importance of respecting others, even when they are very different from them, or make different choices or have different preferences or beliefs.</li> </ul>	<p>You Choose – Book</p> <p>Red Rockets and Rainbow Jelly – Book</p>
	<ul style="list-style-type: none"> <li>That families are important for children growing up because they can give love, security and stability.</li> <li>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.</li> <li>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.</li> </ul>	<p>The Family Book – Book</p> <p>Mommy, Mama and Me – Book</p> <p>Stonewall –</p> <ul style="list-style-type: none"> <li>My Family lesson – Learning about different types of families and talking about their own families.</li> <li>Different Families Same Love Poster</li> </ul>
	<ul style="list-style-type: none"> <li>How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> </ul>	Blue Chameleon – Book
	<ul style="list-style-type: none"> <li>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> </ul>	Jessie and friends – Episode 1 – Watching videos. To understand what to do and who to tell if you see something you don’t like on a video.
	<ul style="list-style-type: none"> <li>What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> </ul>	Expect Respect (Women’s Aid) - Looking at Challenging Gender Expectations Using Toys – To talk about themselves and the toys they like to play with. To talk about how some toys are seen as girls’ toys / boys’ toys but that all children can play with them.



	<ul style="list-style-type: none"> <li>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> <li>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> </ul>	NSPCC – Talk PANTS – P – Private Parts are private A – Always remember your body belongs to you N – No means No T – Talk about secrets that upset you S – Speak up, someone can help
<b>Year 1/ 2 Cycle A Taught in:</b>	Pupils should have the opportunity to learn:	Activities/ resources
Autumn term	<ul style="list-style-type: none"> <li>What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> </ul>	Expect Respect (Women's Aid) – Gender, careers and assumptions. A discussion around which careers can be carried out by men and women and their ideas about what they would like to do in the future.
Spring term	<ul style="list-style-type: none"> <li>That families are important for children growing up because they can give love, security and stability.</li> <li>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.</li> <li>How to seek help or advice if a family relationship is making them feel unhappy or unsafe.</li> </ul>	Book – How to Babysit a Grandad  Medway Year 1/2 Lesson 1 – My special people - Who is important to you?
	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	Stonewall – Families and Relationships <ul style="list-style-type: none"> <li>Different families Same Love</li> </ul> Books - 'My world Your world' 'The Family Book' – (EYFS pack)
	<ul style="list-style-type: none"> <li>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict,</li> </ul>	Expect Respect (Women's Aid) –



	<p>how to manage these situations and how to seek help or advice from others, if needed.</p> <ul style="list-style-type: none"> <li>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> </ul>	Year 1 – Friends, secrets and people who can help us.
	<ul style="list-style-type: none"> <li>The importance of respecting others, even when they are very different from them (physically)</li> <li>The importance of self-respect and how it links to their own happiness.</li> </ul>	FPA – Growing up with Yasmine and Tom – Module 1 Lesson 4 – My brilliant body. This lesson helps pupils to recognise that all bodies are different and begin to develop a body positive image about themselves and learn skills to respond to negative comments about their bodies.
	<ul style="list-style-type: none"> <li>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> <li>That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> </ul>	NSPCC – Talk PANTS – P – Private Parts are private A – Always remember your body belongs to you N – No means No T – Talk about secrets that upset you S – Speak up, someone can help
	<ul style="list-style-type: none"> <li>What sort of boundaries are appropriate in friendships with peers and others.</li> <li>The conventions of courtesy and manners.</li> </ul>	PSHE Association – Consent - Asking for permission. In this lesson children are taught about why they should ask other people for permission in different situations, including when touching someone else and to use simple phrases to ask for, give or not give permission.
	<ul style="list-style-type: none"> <li>How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> </ul>	This is taught through our Highways Heroes lessons.



	<ul style="list-style-type: none"> <li>▪ The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>▪ That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> </ul>	<p>The series of lessons is called: 'Connecting 4 Friendship'</p> <p>They focus on what makes a good friend, how to be a good friend and how they could respond if someone is not being a good friend. They are taught how to act if they have an argument with their friend.</p>
Summer term	<ul style="list-style-type: none"> <li>• About the process of growing from young to old and how people's needs change.</li> <li>▪ About growing and changing and new opportunities and responsibilities that increasing independence may bring.</li> </ul>	<p>Medway - Lesson 2 – Growing up: The human life cycle. (Science) – Baby, Toddler, Teenager, Adult, Elderly</p> <p>Children will learn about how humans grow from baby to adult and how children their age can do more than when they were younger.</p>
	<ul style="list-style-type: none"> <li>▪ The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>▪ How information and data is shared and used online.</li> </ul>	<p>Jessie and friends –</p> <p>Episode 1 – Watching videos. To understand what to do and who to tell if you see something you don't like on a video.</p> <p>Episode 2 – Sharing Pictures – To understand what happens when you share a picture and who to go to for help.</p>
	<ul style="list-style-type: none"> <li>▪ The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> </ul>	<p>BBFC – Watch Out – Goof Viewing Choices Lesson 1</p> <p>Children will learn about the BBFC film ratings (U to 18), what they mean and how to make good viewing choices.</p>



Through assemblies, books and themed weeks	<ul style="list-style-type: none"> <li>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> </ul>	Children learn about this in lessons surrounding bullying in Anti-Bullying week.
	<ul style="list-style-type: none"> <li>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> </ul>	<p>Children will learn about this through assemblies and follow up lesson themed around: British Values, Black History Month, Pride Month and Refugee Week.</p> <p>'Max the Champion' – Book 'Ten Little Pirates' – Book 'Elmer' - Book</p>
	<ul style="list-style-type: none"> <li>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>The importance of self-respect and how this links to their own happiness.</li> </ul>	<p>We are taught these through our school rules and values.</p> <p>We focus on a different value every half term.</p>
<b>Year 1/2 - Cycle B</b>	Pupils should have the opportunity to learn:	Activities/ resources
<b>Autumn</b>	The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them	<p>BBFC – Watch Out – Goof Viewing Choices Lessons 1 and 2</p> <p>Children will learn about the BBFC film ratings (U to 18), what they mean, how to make good viewing choices and identifying what to do if something they see makes them feel upset or worried.</p>
<b>Spring</b>	<ul style="list-style-type: none"> <li>How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> </ul>	<p>This is taught through our Highways Heroes lessons.</p> <p>The first module is called: 'Connecting 4 Friendship'</p>



	<ul style="list-style-type: none"> <li>▪ That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>▪ That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>▪ How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> <li>▪ Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>▪ That in school and wider society they can expect to be treated with respect by others, and that they in turn should show due respect to others.</li> <li>▪ About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders and how to get help.</li> <li>▪ What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> </ul>	<p>They focus on what makes a good friend, how to be a good friend and how they could respond if someone is not being a good friend. They are taught how to act if they have an argument with their friend.</p> <p>The second module is called: 'Sticking Up 4 Me'</p> <p>These lessons teach children how to manage friendship groups and how to stand up for themselves if there are any arguments.</p> <p>Blown Away – Book</p>
<b>Summer</b>	<ul style="list-style-type: none"> <li>▪ The names for the main parts of the body (including external genitalia) the scientific similarities and differences between boys and girls.</li> </ul>	<p>FPA – Growing up with Tom and Yasmin – Lesson 6 – Naming Body parts.</p> <p>Medway year 1/2 Lesson 3 – Everybody's body – Talking about how we are the same and how we are different – based on things we like/ don't like and physical differences. Introduces scientific names for body parts including, testicles, penis, vulva and vagina.</p>



	<ul style="list-style-type: none"> <li>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> <li>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> </ul>	NSPCC – Talk PANTS – P – Private Parts are private A – Always remember your body belongs to you N – No means No T – Talk about secrets that upset you S – Speak up, someone can help
	<ul style="list-style-type: none"> <li>How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>Where to get advice e.g. family, school and/or other sources.</li> </ul>	PSHE Association – Keeping safe at home – Children are taught about common hazards in the home and what they can do to be safe at home.
	<ul style="list-style-type: none"> <li>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>Where to get advice e.g. family, school and/or other sources.</li> <li></li> </ul>	FPA – Growing up with Yasmine and Tom – Module 1 – Lesson 7 – Keeping safe. In this lesson children will learn to have an awareness of some of the ways that they can keep themselves safe and to build a support network of people who can help them.
	<ul style="list-style-type: none"> <li>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>How information and data is shared and used online.</li> <li>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> </ul>	Jessie and Friends – Episode 3 – Playing Games. Knowing how to stay safe when playing games online.
Through assemblies,	<ul style="list-style-type: none"> <li>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> </ul>	Children learn about this in lessons surrounding bullying in Anti-Bullying week.



books and themed weeks	<ul style="list-style-type: none"> <li>▪ 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.</li> </ul>	The Great Big Book of Families – Book The Odd Egg – Book
	<ul style="list-style-type: none"> <li>▪ The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> </ul>	<p>Children will learn about this through assemblies and follow up lesson themed around: British Values, Black History Month, Pride Month and Refugee Week.</p> <p>We will read the books: 'Slodge' 'Just Because' 'Welcome'</p>
	<ul style="list-style-type: none"> <li>▪ Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>▪ That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>▪ The importance of self-respect and how this links to their own happiness.</li> </ul>	<p>We are taught these through our school rules and values.</p> <p>We focus on a different value every half term.</p>



Year 3/4 – Cycle A Taught in:	Pupils should have the opportunity to learn:	Activities/ resources
Autumn	<ul style="list-style-type: none"> <li>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>How information and data is shared and used online.</li> </ul>	<p>Google – Be Internet Legends – Sharp activities</p> <p>Children will learn that what they see online is a chosen frame. They put their skills to the test by choosing the right path of who things are shared with online.</p>
Spring	<ul style="list-style-type: none"> <li>How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>	<p>This is taught through our Highways Heroes lessons.</p> <p>The series of lessons is called: 'Connecting 4 Friendship'</p> <p>They focus on what makes a good friend, how to be a good friend and how they could respond if someone is not being a good friend. They are taught how to act if they have an argument with their friend.</p>
	<ul style="list-style-type: none"> <li>That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met.</li> </ul>	<p>Google – Be Internet Legends – Kind activities</p> <p>Children learn how to be kind online, how to reframe negative comments into positive, and report and block bullies.</p>



	<ul style="list-style-type: none"> <li>How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> </ul>	ThinkUKnow - Band Runner – How to know who you are talking to online and how to block unwanted attention.
	<ul style="list-style-type: none"> <li>Where to get help or advice, e.g. family, school and/or other resources.</li> <li>Where and how to report concerns and get support with issues online.</li> </ul>	<p>FPA – Growing up with Yasmine and Tom – People who can help us on and offline.</p> <p>Children will learn who they can ask for help if they feel worried or sad about something that has happened online or offline.</p>
	<ul style="list-style-type: none"> <li>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.</li> <li>The importance of respecting others, even when they are very different from them (for example physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show respect to others, including those in positions of authority.</li> </ul>	<p>Premier League Primary Stars – Diversity</p> <p>This lesson focuses on encouraging pupils to identify and celebrate diversity both within their school and the wider community.</p>



Summer	<ul style="list-style-type: none"> <li>▪ How their body will, and emotions may, change as they approach and move through puberty.</li> <li>▪ How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> <li>▪ How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>▪ How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>▪ How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>▪ How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> </ul>	<p>Medway Year 4/5 Lesson 1 – Time to change – Physical changes that happen during puberty – How the body changes.</p> <p>FPA – Growing up with Yasmine and Tom – My personal and private body parts and keeping safe Children will review scientific names of body parts, including: penis, testicles, vulva, vagina, nipples. They will learn about the difference between safe and unsafe touch and that no one has the right to touch us in a way that makes us feel unsafe.</p>
	<ul style="list-style-type: none"> <li>▪ What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>▪ How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>▪ Where to get advice e.g. family, school and/or other sources.</li> </ul>	<p>PSHE Association – Keeping safe at home – Children will learn to assess some hazards in the home that could cause harm or injury and describe strategies to reduce risk at home and help keep themselves (or others) safe, including strategies to manage peer influence.</p>
Through assemblies, books and themed weeks	<ul style="list-style-type: none"> <li>▪ About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> </ul>	<p>Children learn about this in lessons surrounding bullying in Anti-Bullying week.</p>



	<ul style="list-style-type: none"> <li>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> </ul>	<p>Children will learn about this through assemblies and follow up lesson themed around: British Values, Black History Month, Pride Month and Refugee Week.</p> <p>The Way back home - Book The Flower – Book</p>
	<ul style="list-style-type: none"> <li>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>The importance of self-respect and how this links to their own happiness.</li> </ul>	<p>We are taught these through our school rules and values. We focus on a different value every half term.</p> <p>We will read the book 'Red: A Crayon's Story'</p>
	<ul style="list-style-type: none"> <li>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.</li> <li>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> </ul>	<p>Book - 'King and King'</p>
	<ul style="list-style-type: none"> <li>What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> </ul>	<p>We will read and discuss the book 'Dogs Don't Do Ballet'</p>
<b>Year 3/4 Cycle B Taught in:</b>	Pupils should have the opportunity to learn:	Activities/ resources
Autumn	<ul style="list-style-type: none"> <li>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>How information and data is shared and used online.</li> <li>How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>Where and how to report concerns and get support with issues online.</li> </ul>	<p>Google – Be Internet Legends – Be Brave and Be Kind activities. Children learn about the different roles in bullying incidents online and learn how to be an upstander (helper).</p>



	<ul style="list-style-type: none"> <li>What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> </ul>	<p>FPA – Growing up with Yasmine and Tom – Module 2 – Gender stereotypes and aspirations.</p> <p>Children will be taught what it means to stereotype someone based on their gender and their job. They will talk about what they aspire to be when they grow up.</p> <p>LOUD! Network – Job Skills, influences and goals</p> <p>Children will look at some skills they might need for different jobs.</p>
Spring	<ul style="list-style-type: none"> <li>That families are important for children growing up because they can give love, security and stability.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>	<p>PSHE Association – Families.</p> <p>Children will learn about different types of families and family relationships. Pupils also explore how families can care, and show love, for each other, how they spend time together, and ways to manage changes in a family.</p>
	<ul style="list-style-type: none"> <li>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> <li>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> </ul>	<p>Expect Respect (Women's Aid) – Year 3 – Resolving Conflict and Where to Get Help.</p>



	<ul style="list-style-type: none"> <li>▪ What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>▪ That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> </ul>	<p>PSHE Association – Consent</p> <p>In the first lesson children are taught the importance of asking for permission in different contexts, and how to ask for, give or not give permission respectfully. The second lessons his lesson focuses on personal boundaries and how these might be different for different people and how to respect the boundaries of others, enforce their own boundaries, and seek help if they have been made to feel uncomfortable.</p> <p>The third lesson focuses on appropriate and inappropriate touch and who to tell if physical contact feels unsafe or uncomfortable.</p>
Summer	<ul style="list-style-type: none"> <li>▪ The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>▪ The importance of self-respect and how this links to their own happiness.</li> </ul>	<p>FPA - Growing up with Yasmine and Tom – Me, Myself and I</p> <p>In this lesson children will think about similarities and differences between them and other members of the class. They will focus on thinking about things they are good at and goals they would like to achieve.</p> <p>Premier League Primary Stars – Self Esteem</p> <p>This lesson helps pupils build their own self-esteem and improve the self-esteem of others.</p>



	<ul style="list-style-type: none"> <li>What sort of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>Where to get advice e.g. family, school and/or other sources.</li> </ul>	<p>FPA – Growing up with Yasmine and Tom – Is it Risky?</p> <p>Children will learn to assess risk and take steps to keep themselves safe. They will learn that they can say no to things they don't want to do and learn how to get help if they feel unsafe.</p>
Through assemblies, books and themed weeks	<ul style="list-style-type: none"> <li>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> </ul>	Children learn about this in lessons surrounding bullying in Anti-Bullying week.
	<ul style="list-style-type: none"> <li>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> </ul>	<p>Children will learn about this through assemblies and follow up lesson themed around: British Values, Black History Month, Pride Month and Refugee Week.</p> <p>The Huey's in the New Jumper – Book Beegu – Book</p>
	<ul style="list-style-type: none"> <li>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>The importance of self-respect and how this links to their own happiness.</li> </ul>	<p>We are taught these through our school rules and values.</p> <p>We focus on a different value every half term.</p>
	<ul style="list-style-type: none"> <li>How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> </ul>	<p>Oliver – Book Welcome – Book This Our House – Book</p>



	<ul style="list-style-type: none"> <li>▪ That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> </ul>	
	<ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> </ul>	King and King – Book
<b>Year 5/6 Cycle A</b>	Pupils should have the opportunity to learn:	Activities/ resources
<b>Autumn</b>	<ul style="list-style-type: none"> <li>▪ How to be a discerning consumer of information online, including understanding that information, including that from search engines, is ranked, selected and targeted.</li> </ul>	Guardian Foundation and National Literacy Trust – Newswise In these lessons children will focus on news and learn that some news might be fake and harmful. They will also learn about the difference between fact and opinion in the news.
	<ul style="list-style-type: none"> <li>▪ That for most people the internet is an integral part of life and has many benefits.</li> <li>▪ The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>▪ How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> </ul>	City of London Police – Cyber Detectives – children will learn different types of online fraud and how to recognise them. Pupils also explore some of the



	<ul style="list-style-type: none"> <li>How information and data is shared and used online.</li> </ul>	associated risks and learn basic ways to protect their information while online.
	<ul style="list-style-type: none"> <li>What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> </ul>	<p>LOUD! Network – Job Skills, influences and goals Children will look at some skills they might need for different jobs.</p> <p>Expect Respect (Women’s Aid) – Court Room Game. Children learn about the impact of gender stereotyping.</p>
<b>Spring</b>	<ul style="list-style-type: none"> <li>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> <li>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>That in school and wider society they can expect to be treated with respect by others, and that they in turn should show due respect to others.</li> <li>About different types of bullying (Including cyberbullying), the impact of bullying, responsibilities of bystanders and how to get help.</li> <li>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> </ul>	<p>This is taught through our Highways Heroes lessons. The series of lessons is called: ‘Sticking Up 4 Me’ These lessons teach children how to manage friendship groups and how to stand up for themselves if there are any arguments.</p>
	<ul style="list-style-type: none"> <li>What sort of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> </ul>	<p>FPA – Growing up with Yasmine and Tom -Safe and unsafe touch Children will learn why people need to ask and receive permission (consent) for</p>



	<ul style="list-style-type: none"> <li>▪ How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>▪ How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>▪ Where to get advice e.g., family, school and/ or other sources.</li> </ul>	some types of touch, to identify when physical contact feels unsafe, learn how to say no to touch and describe how to ask for help.
	<ul style="list-style-type: none"> <li>▪ How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> <li>▪ How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>▪ How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>▪ About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>▪ Where to get advice e.g., family, school and/or other sources.</li> </ul>	<p>Expect Respect – Secrets and Stories</p> <p>In this lesson children will think about how their behaviour affects others and how they can play a role in helping others even if this sometimes means telling a secret. They will be taught that sometimes children are experiencing problems at home that they find difficult to share with others and how to ask for help.</p>
<b>Summer Year 5's only</b>	<ul style="list-style-type: none"> <li>▪ Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>▪ About menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>	<p>Betty for schools – Children will learn about menstruation</p> <p>FPA Growing up with Yasmine and Tom – Wet dreams</p> <p>Medway – Lesson 2 – Puberty, menstruation and wet dreams.</p> <p>Lesson 3 – Personal hygiene</p> <p>Lesson 4 – Emotions and feelings</p>



<b>Summer Year 6 only</b>	<ul style="list-style-type: none"> <li>▪ Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>▪ About menstrual wellbeing including the key facts about the menstrual cycle.</li> <li>▪ About human reproduction.</li> </ul>	<p>Medway – year 6 – Lesson 1 – Puberty recap.</p> <p>Lesson 2 – Puberty: Change and becoming more independent Children will review their learning about puberty and how as they grow up, they will become more independent.</p> <p>Lesson 3 – Positive, healthy relationships.</p> <p>FPA – Growing up with Yasmine and Tom – Module 3 – Lesson 10 – Making Babies – Sexual Intercourse Lesson 12 – Pregnancy and Birth</p> <p>Children will learn how fertilization happens through sexual intercourse. They will learn about how a baby through sexual intercourse. They will learn about consent and know the age of consent.</p> <p>These lessons are taught at an age-appropriate level. Children will be taught about how a baby grows, develops and is born.</p>
<b>Summer All children in years 5/6</b>	<ul style="list-style-type: none"> <li>▪ The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>▪ The importance of self-respect and how this links to their own happiness.</li> </ul>	<p>Premier League Primary Stars – Self Esteem</p> <p>This lesson helps pupils build their own self-esteem and improve the self-esteem of others.</p>



	<ul style="list-style-type: none"> <li>▪ How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> <li>▪ How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>▪ How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>▪ How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>▪ How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>▪ Where to get advice e.g. family, school and/or other sources.</li> </ul>	<p>PSHE Association - FGM, seeking help &amp; reporting FGM concerns</p> <p>Children will learn what Female Genital Mutilation (FGM) is, the law in relation to FGM and how to seek help and report if they or others are, or might be, at risk.</p> <p>FPA – Growing Up with Yasmine and Tom – Module 3 Lesson 15 – Getting Help</p> <p>Children will learn about who can help them, including external services, and know that it is good to talk no matter what the issue. They will learn about Childline and how to access it.</p>
Through assemblies, books and themed weeks	<ul style="list-style-type: none"> <li>▪ About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> </ul>	Children learn about this in lessons surrounding bullying in Anti-Bullying week.
	<ul style="list-style-type: none"> <li>▪ The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>▪ Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> </ul>	<p>Children will learn about this through assemblies and follow up lesson themed around: British Values, Black History Month, Pride Month and Refugee Week.</p> <p>We will read the books:          ‘The Artist Who Painted a Blue Horse’          ‘Rose Blanche’</p>
	<ul style="list-style-type: none"> <li>▪ 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.</li> </ul>	We will read and discuss the book ‘And Tango Makes Three’



	<ul style="list-style-type: none"> <li>▪ 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.</li> </ul>	
	<ul style="list-style-type: none"> <li>▪ That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>▪ The importance of self-respect and how this links to their own happiness.</li> </ul>	<p>We are taught these through our school rules and values.</p> <p>We focus on a different value every half term.</p>
<b>Year 5/6 Cycle B</b>	Pupils should have the opportunity to learn:	Activities/ resources
Autumn	<ul style="list-style-type: none"> <li>▪ What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>▪ How to ask for help for themselves or others and to keep trying until they are heard.</li> <li>▪ Where to get advice e.g., family, school and/or other sources.</li> </ul>	<p>PSHE Association – Inclusion, belonging and addressing extremism – Lesson 3 – Stereotypes and Lesson 4 – Extremism Changing faces – stereotypes in film and TV.</p> <p>In these lessons children will learn how negative stereotypes can influence behaviours and attitudes towards different groups of people. How to seek help for themselves or others if needed.</p>
	<ul style="list-style-type: none"> <li>▪ That for most people the internet is an integral part of life and has many benefits.</li> <li>▪ The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>▪ How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>▪ How information and data is shared and used online.</li> </ul>	<p>City of London Police – Cyber Detectives – children will learn different types of online fraud and how to recognise them. Pupils also explore some of the associated risks and learn basic ways to protect their information while online.</p> <p>Google Internet Legends – Be internet alert – children will learn about phishing and how to judge if something is fact or fiction.</p>



Spring	<ul style="list-style-type: none"> <li>▪ The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>▪ Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>▪ The importance of self-respect and how it links to their own happiness.</li> <li>▪ That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others.</li> <li>▪ That sometimes people behave differently online, including by pretending to be someone they are not.</li> <li>▪ The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>▪ How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>▪ How information and data is shared and used online.</li> <li>▪ What sort of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>▪ That each person's body belongs to them, and the difference between appropriate and inappropriate or unsafe physical and other, contact.</li> <li>▪ How to respond safely and appropriately to the adults they may encounter whom they do not know.</li> <li>▪ How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>▪ How to report concerns and the vocabulary and confidence needed to do so.</li> </ul>	<p>Barnardo's Real Love Rocks</p> <p>These lessons use animations and activities to teach children about relationships and keeping safe in an age-appropriate way.</p> <p>It focuses on 4 areas:</p> <ul style="list-style-type: none"> <li>▪ Relationships - what they are and what makes a happy, safe and fair relationship</li> <li>▪ Grooming - what it is and how to get help if a child feels uncomfortable</li> <li>▪ Keeping Safe - how to stay safe, especially as they begin to get an increased independence and go to secondary school</li> </ul> <p>Being Online - How to keep safe when online, on phones, computers, tablets and when gaming.</p>
	<ul style="list-style-type: none"> <li>▪ The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>▪ That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others.</li> <li>▪</li> </ul>	<p>FPA – Growing up with Yasmine and Tom – Equality and the law.</p> <p>Children will learn about discrimination and the Equality Act.</p>
	<ul style="list-style-type: none"> <li>▪ How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> </ul>	<p>FPA – Growing Up with Yasmine and Tom – Module 3 Lesson 15 – Getting Help</p>



	<ul style="list-style-type: none"> <li>▪ How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>▪ How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>▪ Where to get advice e.g., family, school and/or other sources.</li> </ul>	Children will learn about who can help including external services and know that it is good to talk no matter what the issue. They will learn about Childline and how to access it.
<b>Summer Year 5's only</b>	<ul style="list-style-type: none"> <li>▪ Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>▪ About menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>	<p>Betty for schools – Children will learn about menstruation</p> <p>FPA Growing up with Yasmine and Tom – Wet dreams</p> <p>Medway – Lesson 2 – Puberty, menstruation and wet dreams.</p> <p>Lesson 3 – Personal hygiene</p> <p>Lesson 4 – Emotions and feelings</p>
<b>Summer Year 6 only</b>	<ul style="list-style-type: none"> <li>▪ Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>▪ About menstrual wellbeing including the key facts about the menstrual cycle.</li> <li>▪ About human reproduction.</li> </ul>	<p>Medway – year 6 – Lesson 1 – Puberty recap.</p> <p>Lesson 2 – Puberty: Change and becoming more independent</p> <p>Children will review their learning about puberty and how as they grow up, they will become more independent.</p> <p>Lesson 3 – Positive, healthy relationships.</p> <p>FPA – Growing up with Yasmine and Tom – Module 3 – Lesson 10 – Making Babies – Sexual Intercourse</p>



		<p>Lesson 12 – Pregnancy and Birth</p> <p>Children will learn how fertilization happens through sexual intercourse. They will learn about how a baby through sexual intercourse. They will learn about consent and know the age of consent.</p> <p>These lessons are taught at an age-appropriate level.</p> <p>Children will be taught about how a baby grows, develops and is born.</p>
<p><b>Summer</b> <b>All children in years 5/6</b></p>	<ul style="list-style-type: none"> <li>▪ How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> <li>▪ How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>▪ How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>▪</li> </ul>	<p>PSHE Association – Rights and Responsibilities - In these lessons, children will be taught about ‘The United Nations Declaration of the Rights of the Child’ and human rights. Children will learn about the law and their rights regarding their bodies. Including forced marriage and FGM.</p>
	<ul style="list-style-type: none"> <li>▪ That people sometimes behave differently online, including by pretending to be someone they are not. How information and data is shared and used online.</li> </ul>	<p>NSPCC – Share aware – Lesson 1 - Pupils will learn the dangers about sharing things online.</p> <p>Lesson 2 – Pupils will learn about the dangers of chatting to strangers online.</p>
<p>Through assemblies,</p>	<ul style="list-style-type: none"> <li>▪ About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> </ul>	<p>Children learn about this in lessons surrounding bullying in Anti-Bullying week.</p>



books and themed weeks	<ul style="list-style-type: none"> <li>▪ The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>▪ Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> </ul>	<p>Children will learn about this through assemblies and follow up lesson themed around: British Values, Black History Month, Pride Month and Refugee Week.</p> <p>We will read and discuss the book 'The Island'</p>
	<ul style="list-style-type: none"> <li>▪ That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>▪ The importance of self-respect and how this links to their own happiness.</li> </ul>	<p>We are taught these through our school rules and values.</p> <p>We focus on a different value every half term.</p>
	<ul style="list-style-type: none"> <li>▪ That families are important for children growing up because they can give love, security and stability.</li> </ul>	<p>We will read and discuss the book 'Love you Forever'</p>
	<ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ 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.</li> </ul>	<p>This will link to the different families, same love poster, which shows cartoon images of different families.</p> <p>We will recap different types of families.</p> <p>We will read and discuss the book 'The Whisperer'</p>



