

# Relationships Education (Including some elements of Sex Education) & Health Education Policy

## Tow Law Millennium Primary School

(adapted from ReEd, RSE & HE Policy template Education Durham,  
DCC July 2019)



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Approved by:	Lisa Jackson / Lisa Croft
Head teacher signature	
Governor signature	
Version	2

## **Primary Relationships (including some elements of Sex Education) & Health Education Policy Guidance**

### **1. This policy was developed in response to:**

- Children and Social Work Act (2017)
- Relationships Education and Relationships and Sex Education (RSE) and Health Education Guidance, (Department for Education June 2019)
- Equalities Act 2010
- Not Yet Good Enough: personal, social, health and economic education in schools, (Ofsted 2013)
- Special Educational Needs and Disability code of practice: 0-25 years, 2017
- Life Lessons: PSHE and SRE in schools: Fifth Report, (House of Commons Education Committee 2015)
- Keeping Children Safe in Education – Statutory Safe Guarding Guidance (September 2023)
- Transforming Children and Young People’s Mental Health Provision Green Paper (July 2018)

This Policy should be considered alongside the following:

- Online Safety Policy
- Behaviour Policy
- Safeguarding Policy (including child sexual exploitation)
- Equality and Inclusion Policy
- PSHE Policy
- SEND Policy

### **2. The Consultation Process has involved:**

- Consultation and engagement with parents / carers via email information and online survey in February / March 2021
- Review of Relationships Education and Health Education curriculum content with staff in May 2020 (virtual) and parents / carers, February / March 2021 (via email / online survey)
- Consultation, agreement and implementation of policy by school governors via email information in February / March 2021

### **3. What is Relationships Education?**

Relationships and Health Education (including elements of Sex Education), incorporated into our PSHE curriculum at Tow Law Millennium Primary, intends to build healthy, respectful relationships, focusing on family and friendships, including on and off line. It gives children and young people the essential skills to build positive, enjoyable and non-exploitative relationships and understanding of how to stay safe. It promotes the spiritual, moral, cultural, mental and physical development of all pupils at Tow Law Millennium School, preparing them for the opportunities, responsibilities and experiences of later life. As a primary school, we have a requirement from the government of educate our pupils about Relationships Education and Health Education.

Appendix A outlines the overall requirements for the end of primary age in the statutory Relationships Education and Health Education document.

Our Relationships Education (including some elements of Sex Education) and Health Education, incorporated into our PSHE curriculum, meets statutory guidance through separating the requirements for the end of primary school into three key blocks:

1. Relationships (linked closely to anti-bullying work and our Educate and Celebrate programme)
2. Health and wellbeing
3. Living in the wider world

#### **4. Principles and Values**

In addition, Tow Law Millennium Primary School believes that Relationships Education and Health Education should:

- Be an integral part of the lifelong learning process, beginning in early childhood and to continue into adult life
- Be an entitlement for all pupils in our care
- Encourage every pupil to contribute to the school community that aims to support each individual as they grow and learn
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model and this links closely with work from our Education and Celebrate programme, e.g. children living with step families; those living with same sex parents, children looked after, adopted children, extended family. It includes a variety of types of family structure, and acceptance of diversity.
- Encourage pupils and staff to share and listen to each other's views and the right to hold / express views. We are aware of different values and opinions to sexual orientation and gender identity without promotion of any particular family structure. The important values are love, respect, kindness, generosity and care for each other.
- Generate an atmosphere where questions and discussion on personal matters can take place without any stigma or embarrassment
- Contribute an atmosphere where questions and discussion on personal matters can take place without any stigma or embarrassment
- Contribute significantly to the development of education for character and personal development of our pupils
- Recognise that parents and carers are the prime educators in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents / carers and pupils, consulting them about the content of programmes (at Tow Law Millennium Primary School, we choose to include only some elements of sex education into our curriculum offer – see section 10 for further details)
- Recognise that the wider community has much to offer and we aim to work in partnership with other health and education professionals

**Relationship Education in this school has three main elements:**

#### **Attitudes and Values**

- Learning the importance of values, individual conscience and moral choices
- Learning the value and valuing family life, stable and loving relationships, marriage and civil partnerships
- Learning about the nurture of children
- Learning the value of and demonstrating respect, love and care
- Exploring, considering and understanding moral dilemmas

- Developing skills including negotiation and decision making
- The importance of permission seeking / consent and giving, in relationships with friends, peers and adults
- Challenging myths, misconceptions and false assumptions about normal behaviour

### **Personal and Social Skills**

- Learning to manage emotions within relationships confidently and sensitively, including off and online
- Developing positive self-esteem and confidence
- Developing and demonstrating self-respect and empathy for others
- Making informed choices with an absence of prejudice
- Developing an appreciation of the consequences of choices made
- Managing conflict
- Empower pupils with the skills to be able to recognise inappropriate / uncomfortable situations and / or behaviours with their peers and adults
- How to report concerns or abuse and the vocabulary and confidence needed to do so

### **Knowledge and Understanding**

- Know the key facts about puberty and the changing adolescent body, particularly from ages 9 through to age 11, including physical and emotional changes (Health Education)
- Learn about menstrual wellbeing including the key facts about the menstrual cycle (Health Education)
- Learning about reproduction, human sexuality, general identity, personal health, emotions and relationships
- Learning about where to go for help or advice in school and how to access a range of local and national support agencies

## **5. Aims and Objectives**

The aim of Relationships Education & Health Education is to provide balanced factual information about physical and emotional changes, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our Relationships Education programme aims to prepare pupils for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour
- Have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want
- Understand the consequences of their actions and behave responsibly within personal relationships
- Avoid being pressured into uncomfortable or dangerous situations
- Communicate effectively by developing the appropriate language for sex and relationship issues
- Have an understanding of seeking permission and consent
- Develop awareness of their evolving sexuality, gender identity, challenge sexism and prejudice, which is inclusive to all children and young people
- Have sufficient information and skills to protect themselves in a variety of situations including from exploitation
- Be aware of sources of help and acquire the skills and confidence to access advice and support if necessary

## **6. Roles and Responsibilities**

Helen McNally is our named member of SLT responsible for Relationships and Health Education. Helen McNally is also our subject coordinator for PSHE and has designed the curriculum based on the PSHE Association's question-based programme builders. All members of teaching staff deliver the PSHE curriculum, including Relationships and Health Education. Our lead governor for Relationships and Health Education is Jenny Mountain.

## **7. Organisation and Content of Relationships Education and Health Education (as part of our PSHE curriculum)**

Tow Law millennium Primary School specifically delivers Relationships Education (including some elements of sex education) and Health Education through our PSHE Programme.

Within the PSHE programme there are overlaps between curriculum subjects including: RE, Computing, PE and Science. At Tow Law Millennium Primary School, we believe that children are provided with the knowledge and understanding of the content in the subjects listed above and then study them in a personal and social reflective way during PSHE sessions. We ensure that the curriculum long term plans complement each other so that the knowledge and understanding of a subject is covered first.

Much of the Relationships Education and Health Education at Tow Law Millennium Primary School takes place within PSHE lessons. Teachers deliver the PSHE curriculum weekly and do so with support from professionals where appropriate. School staff are usually the best people to work with the pupils on many of the Relationships Education and Health Education topics as they are aware of each pupil's individual circumstances. Lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also taught as part of National Curriculum Science. The PSHE Programme and Science National Curriculum are taught in every year group Year 1 to Year 6. Children in Nursery and Reception are taught aspects of the Relationships Education and Health Education through the Early Years Foundation Stage Statutory Framework. It is taught through:

- Personal, social and emotional development – making relationships, self-confidence and self-awareness, managing feelings and behaviour
- Physical Development – Health and self-care
- Communication and language – listening and attention, understanding, speaking
- Understanding the World – People and communities, technology

Please see Appendix B for our Long-Term Plan which shows the key questions covered each half term for each year group.

Any Relationships Education and Health Education lesson may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons, a group / classroom agreement, formally known as ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

When pupils ask questions, we aim to answer them honestly at an age appropriate level and within the group / classroom agreement established at the start of the sessions. If it is felt that answering a specific question would involve information at a level inappropriate to the age and development of the rest of the pupils, the question will be dealt with individually at another time. Children whose questions go unanswered may turn to inappropriate sources of information.

Support and professional development will be provided for any staff who feel uncomfortable with teaching certain aspects of the Relationships Education curriculum, so that they can develop their confidence in delivering the whole of the Relationships Education and Health Education programme.

Assessment is carried out, where appropriate, for example, at the end of every module and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills and attitudes. Floor books are used to record evidence (One per class).

We may invite external professionals / groups into school to support our delivery of certain aspects of the curriculum e.g. school nurse, NSPCC. We will ensure that external staff are briefed prior to the sessions so that the content covered fits within our RSE curriculum offer.

## **8. Inclusion**

### *Ethnic, Cultural and Religious Groups*

We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents / carers to discuss any concerns with the Headteacher.

### *Pupils with Special Needs*

We will ensure that all pupils receive relationships education and health education as part of the PSHE curriculum, and we will offer provision appropriate to the needs of all our pupils, taking specialist advice where necessary.

### *Gender, Identify and Sexual Orientation*

Pupils at Tow Law Millennium Primary School are taught LGBTQ as part of our Educate and Celebrate programme, which is fully integrated across our whole school curriculum. We aim to deal sensitively and honestly with regard of sexual orientation and gender identity, answer appropriate questions and offer support. Pupils, whatever their developing gender identity and sexuality, need to feel that relationship education is relevant to them.

## **9. Working with parents / carers and the wider community**

Here at Tow Law Millennium Primary School we believe the role of parents in the development of their children's understanding about relationships is vital. Parents / carers are the first educators of their children. Therefore, we will ensure that we work closely with parents / carers to ensure they are aware what is taught and when. This policy and information on what will be taught and when will be freely available on our schools' website for parents / carers to access.

We will consult parents at any points that our curriculum is developed / changed about the detailed content of aspects of sex education which go beyond the national curriculum for science.

## **10. Pupils right to be excused from Sex Education**

At Tow Law Millennium Primary School, we have chosen to include some elements of Sex Education as part of the Relationships Education programme. The decision has been made to name the correct parts of the body (including penis and vagina). This is closely linked to our safeguarding agenda to ensure pupils can accurately report any unsafe situation to an adult. As stated in the statutory guidance: 'schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse'. We are choosing to use the correct vocabulary for body parts from EYFS to ensure that our pupils have the knowledge and vocabulary to report abuse.

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to excuse their children from all or part of the sex education elements delivered as part of the statutory Relationships Education, except for those parts including in the statutory National Curriculum (i.e. in Science lessons).

We would make alternative arrangements in such cases. Parents are encouraged to discuss their concerns with the Head Teacher at the earliest opportunity. The Head Teacher / RSE lead will document the process and outcome. Parents / carers are welcome to review any Relationship Education resources the school uses.

Please note: puberty including menstruation (and body parts vocabulary including penis and vagina in Class 1) is included as part of the Health Education and Science curriculum and parents / carers do not have the right to withdraw their child from this aspect.

Relating to this, we will continue to invite the school nurse into school for Years 5 / 6 to consolidate learning on this aspect of the curriculum. We will ensure that the school nurse is briefed prior to the session so that the content covered fits within our Relationships and Health Education curriculum offer.

#### **11. Safeguarding reports of abuse and confidentiality**

It should be made clear to pupils that all adults in school cannot guarantee absolute confidentiality. This should be made clear when forming the initial class / group agreement.

*Please refer to our Child Protection within Safeguarding Policy for further information regarding abuse and confidentiality.*

#### **12. Monitoring and Evaluation of Relationship (including some elements of Sex Education) and Health Education.**

It is the responsibility of the Senior Leadership Team to oversee and organise the monitoring and evaluation of PSHE including Relationships Education and Health Education content, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHE programme will be treated as a subject and will be involved in a yearly monitoring and evaluation exercise led by the Leadership Team.

The Governing body is responsible for overseeing, reviewing and organising the revision of the relationship education policy and curriculum.

Ofsted is required to evaluate and report personal development, behaviour and welfare as well as spiritual, moral, social and cultural development (SMSC) of pupils. This may include evaluating and commenting on the school's relationship and sex education policy, curriculum, staff development and quality of provision.

## **Appendix A - Statutory Guidance – Relationships Education and Health Education document**

**By the end of Primary School:**

### **Relationships Education**

<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 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<sup>13</sup> 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></ul>



	<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> <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>
<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</li> </ul>

	<p>impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <ul style="list-style-type: none"> <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> <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> </ul>

	<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> </ul>
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## Physical Health and Mental Wellbeing

<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 importance of rest, time spent with friends and family and the benefits of</li> </ul>
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	<p>hobbies and interests.</p> <ul style="list-style-type: none"> <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 about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</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 rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</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,</li> </ul>

	<p>which can have a negative impact on mental health.</p> <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> <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 walking or cycling to school, 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 other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</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 treated, 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,</li> </ul>

	<p>particularly from age 9 through to age 11, including physical and emotional changes.</p>
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- about menstrual wellbeing including the key facts about the menstrual cycle.

## Appendix B – Long-Term PSHE Plan

### Early Years Foundation Stage Long Term PSHE Plan – Nursery and Reception

Pupils in Nursery and Reception will develop their Relationships Education and Health Education across the academic year through the Early Years Foundation Stage Statutory Framework.

Personal, social and emotional development	Physical Development	Understanding the world	Communication and language
Self-confidence and self-awareness; Managing feelings and behaviour; Making relationships	Moving and handling; Health and self-care	People and communities; Technology.	Listening and attention; Understanding; Speaking
<p>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p>Children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p>Children talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.</p>	<p>Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <p>Children know the importance for good health, of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. They talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Children are given opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.</p>



## KS1 and KS2 Long Term Plan – Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2	What is the same and different about us? (Y1)	What makes a good friend? (Y2) Linked to anti-bullying week (November)	What helps us stay healthy? (Y1)	What helps us grow and stay healthy? (Y2)	What helps us to stay safe? (Y2)	How can we look after each other and the world? (Y1)
Year 3/4	What are families like? (Y3)	How do we treat each other with respect? (Y4)  Linked to anti-bullying week (November)	What makes a community? (Y3)	What keeps us safe? (Y3)	What strengths, skills and interests do we have? (Y4)	Why should we eat well and look after our teeth? (Y3)
Year 5/6	What jobs would we like? (Y5)	How can friends communicate safely? (Y5)  Linked to anti-bullying week (November)	How can we keep healthy as we grow? (Y6)		What decisions can people make with money? (Y5)	How can drugs common to everyday life affect health? (Y5)

## KS1 and KS2 Long Term Plan – Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2	Who is special to us? (Y1)	What is bullying? (Y2) Linked to anti-bullying week (November)	What can we do with money? (Y1)	What jobs do people do? (Y2)	Who helps to keep us safe? (Y1)	How do we recognise our feelings? (Y2)
Year 3/4	How can we manage risk in different places? (Y4)	How can we be a good friend? (Y3) Linked to anti-bullying week (November)	How can our choices make a difference to others and the environment? (Y4)	Why should we keep active and sleep well? (Y3)	How can we manage our feelings? (Y4)	
Year 5/6	What will change as we become more independent? How do friendships change as we grow? (Y6) Linked to anti-bullying week (November)		How can the media influence people? (Y6)		What makes up a person's identity? (Y5)	How can we help in an accident or emergency? (Y5)

Orange = Relationships (closely linked to our Educate and Celebrate work)

Green = Health and wellbeing

Blue = Living in the wider world