



Relationships, Sex and Health Education Policy

Document Control	
Title	Relationships, Sex and Health Education Policy
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Purpose of the policy	Sets out the curriculum and teaching and learning for Relationships, Sex and Health Education
Related policies/guidance	
Review	1 year in line with KCSIE
Author	E.Cunha
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Date adopted by	Approved by Headteacher 01/11/2023 - will be reviewed and ratified at FGB

Under the Public Sector Equality Duty, Manchester Hospital School has due regard to the need to eliminate discrimination, harassment and victimisation and any other conduct prohibited by the Equality Act 2010; to advance equality of opportunity between those who share a relevant protected characteristic and those who do not share it and to foster good relations across all protected characteristics. Manchester Hospital School will take into account equality considerations when policies are being developed, adopted and implemented

Manchester Hospital School serves the needs of a very large and diverse range of children, young people and their families at times when they are extremely vulnerable. Our core purpose as a school is to uphold the child's right to Education and our policies and procedures are necessary to keep staff and children safe . We acknowledge that our students are often living with a range of very complex medical conditions including mental ill health and therefore we keep the needs of the student at the heart of all decisions. We will , therefore, work within the parameters of all statutory policies whilst seeking to understand and support the child's long term education and health needs.



Contextual Statement

Manchester Hospital School is based across various settings, each with its own context. Our teaching takes place at the Leo Kelly School, at Galaxy House, in the Royal Manchester Children's Hospital, the Christie, North Manchester General Hospital. We also teach in the home. All children who are absent from their schooling have the right to access the statutory curriculum, and we have the duty to ensure they can access it. This statutory curriculum for primary age pupils is Relationships and Health Education (RHE), and for secondary age pupils it is Relationships, Sex and Health Education (RSHE). This means that the teaching of RHE/RSHE will vary according to these differing contexts, in terms of quantity, content, and styles of teaching, but is nevertheless taught across the whole school.

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Manchester Hospital School is an inclusive school where the focus is on the wellbeing and progress of every child and where all members of the community are of equal worth. The school recognises, respects and

values differences. It strives to remove barriers and disadvantages that people may face, in relation to disability including continuing economic disadvantage, health conditions, ethnicity, religion, belief or faith, sex, gender identity and sexual orientation.

Diversity is respected and celebrated by all those who learn, teach and visit here.

We will work towards providing the best opportunities and outcomes for families, whilst continuing to work with our partners to connect students to those opportunities.

Our students will be supported to have the best start in life and equal access to high quality education, continuing to narrow educational gaps between the UK average and Manchester and between different identity groups in the City's schools.



1. Aims

We believe that RSE is vital for the personal, social and emotional development of our pupils. It equips children and young people with the information, skills and values they need to have safe, respectful and enjoyable relationships and empowers them to take responsibility for their sexual health and well-being. Manchester Hospital School believes that all children and young people have a right to holistic, inclusive and needs-led RSE. We believe that through providing high quality RSE, we are upholding the ethos and values of our school and its commitment to equality and celebration of difference.

The aims of relationship and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive, honest, and open culture around issues of sexuality and relationships
- Teach pupils appropriate vocabulary to describe themselves and their bodies, ensuring LGBTQ+ inclusion
- Teach pupils about the importance of care and consideration for others with whom they share the same learning environment
- Enable pupils to learn about sex and relationships in an environment of trust, such that all pupils can ask &/or answer questions without fear of ridicule.
- Explore how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).
- Teach pupils that others' families, either in school or in the wider world, sometimes look different from their family and to ensure they are treated with care and consideration.

These aims chime with, and are informed by, the school's ethos and values we promote at Manchester Hospital School. <https://www.manchestershospitalschool.co.uk/our-values/> and our curriculum principles of:

Aspiration: We encourage our pupils to aspire to achieve their potential.

Resilience: We develop pupils' ability to overcome challenges.

Equality and diversity: We build a culture of empathy and respect.

Feeling safe: We create an environment where pupils feel able to talk to adults and share worries or concerns.

Pupils at MHS will be encouraged to develop their knowledge and understanding of the RSE curriculum with integrity and trust at its heart, such that they will be able to do so in a fully safe and supportive environment. They will be encouraged to be kind to each other and to themselves, and to develop a sense of fairness and justice.

2. Statutory requirements

'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.' - DFE 2019

Under [section 3.6 of the National Curriculum](#), Relationships and Sex Education is compulsory from year 7 onwards.

As a maintained school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Manchester Hospital School, we teach RSHE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review - a working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation - all school staff were given the opportunity to consider the policy and make suggestions for amendment and/or additions
3. Parent/stakeholder consultation - parents and any interested parties were invited to attend a meeting about the policy, at which they had the opportunity to offer suggested amendments, &/or seek any clarification.
4. Pupil consultation - we have investigated what exactly pupils want from their RSE
5. The policy was/will be shared with and reviewed by Manchester Healthy Schools
6. Ratification - the policy will be presented to governors, who may also make suggestions for amendment and/or additions, before final ratification

4. Definition

"Give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships."³

Relationships and Sex Education (RSE) -- is about the physical, emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

We define relationships education as learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life.

We define sex education as learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health.

We believe that Relationships and Sex Education is best approached in an integrated way and using a gender equity and human rights framework.

We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content. At the same time, we will seek to nurture children's curiosity about the world around them, supporting their development and their respect for themselves and each other.

RSE involves a combination of sharing information and exploring issues and values.

RSE is *not* about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the needs and feelings of pupils.

Answering pupil questions

RSE explores a range of issues that may provoke questions from pupils. We view questions as a positive sign that pupils are engaged with what is being taught and feel able to express natural curiosities about themselves, their bodies and relationships with others.

As much as possible, where a question is relevant to the whole class, we will answer it to the whole group. There may occasionally be the need to deal with a question outside of the classroom if it is not suitable for the entire class.

Questions will always be answered in an age and developmentally appropriate way and take into account whether a parent/carer has requested their child to be removed from sex education lessons.

School staff will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either party vulnerable.

We believe that an open approach to answering questions prevents pupils from learning inaccurate or harmful information online or from peers and older students. We believe exploring issues with the whole class helps to reduce the stigma and shame that can surround some of the issues explored in RSE. Importantly, we believe that children are better protected from harm and abuse when they are able to discuss issues openly with trained professionals and in a safe environment.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Teaching of RSE

RSE is taught within the personal, social, and health education (PSHE) curriculum. Biological aspects of RSE are taught within the science curriculum.

As part of the curriculum pupils receive stand-alone sex education sessions, these can be supported by Manchester Healthy Schools, I- Matter and external workshop providers.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions

- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life, where a family refers to and includes all different family types, such as: nuclear, single-parent, extended, same sex, reconstituted (step), adopted, foster, and cohabiting.

At Leo Kelly School and Galaxy House pupils are taught discrete (separate) Personal, Social and Health Education (PSHE) lessons, in their year group classes, for one hour per week, with their form tutor. RSE is taught within the PSHE curriculum. RSE is usually taught in the Spring term, giving the students' form tutor the chance to get to know her/his tutees, and so build up the trust and openness which lend themselves to much more effective learning in RSE. This also reflects what takes place in many secondary schools across the North West. The content of the RSE curriculum can be seen in Appendix 1.

At RMCH, for secondary age pupils, the PSHE/RSE curriculum is taught within our wider curriculum offer which includes aspects of RSE for our longer stay pupils. Teachers will be able to engage the pupils in RSE as and when appropriate, and only when authorised by the parent(s)/carer(s). Teaching tends to be on a 1:1 basis, enabling the pupils to genuinely explore this fundamentally important part of the secondary curriculum.

For those aged 5-11 (Primary aged), again the Relationships and Health Education (RHE) is taught by a specialist teacher, ensuring that the longer stay pupils do not miss out on this area of their education. We believe it is vital that young people start to learn about positive, healthy relationships with other people, and begin to explore what constitutes such relationships, as well as the corollary, what constitutes unhealthy relationships. The content of the RSE curriculum can be seen in Appendix 2.

7. Roles and responsibilities

7.1 The governing body

The governing body ratify the RSE policy and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of Sex Education.

7.3 Staff

Staff are responsible for:

- Teaching RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring student progress
- Responding to the needs of individual pupils

Note the point above in 7.2, that parents have no right to withdraw from their child(ren) Relationships and Health Education (Primary).

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

The Lead Practitioner for THRIVE has the responsibility for developing this policy, the curriculum and for the teaching of RSE within the students' PSHE curriculum across all sites.

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

8. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory/non-science components of Sex Education. We do however believe in its importance as part of their children's education, and will encourage parents to enable their children to have access to the whole curriculum. We will, however, respect their decision to withdraw their children from the non-statutory/non-science components of Sex Education.

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.

9. Training

If requested staff will be able to access training in the delivery of RSE and leads are encouraged to attend Network meetings provided by Manchester Healthy Schools.

It is important all teachers have access to resources to become familiar with using inclusive language and rehearse strategies for dealing with all forms of bullying, including homophobic, biphobic and transphobic bullying.

Periodically, the headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The teaching of RSE is monitored by the Lead Practitioner for THRIVE and site leads through:

- planning scrutinies,
- learning walks
- classroom observations
- departmental meetings, and minutes
- assessment of the implementation of CPD
- student representative semi-structured conversations
- student assessment activities

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed annually to ensure that it is in line with current Government guidance and legislation and to ensure that our RSE programme continues to meet the needs of our pupils.

At every review, the policy will (need to) be approved by the governing body including the headteacher.



Relationships and sex education curriculum map – *integrated into the Personal, Social and Health Education Curriculum*

Manchester Hospital School Long Term Plan						
All Sites						
RSE/PSHE						
Blue: Healthy Lifestyles Yellow: Living in the Wider World Pink: Relationships <i>Italics: Where Statutory RSHE is covered</i>	RMCH and Christie: Phase 2 secondary pupils are taught via a range of articles which link to the areas below. Phase 3 secondary pupils follow the lessons as detailed below.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
11	<u>Building for the future</u> <i>identify the causes of stress and ways to manage stressful situations</i> <i>develop ways to manage and maintain a healthy lifestyle, including online</i> <i>practise, develop and become increasingly adept at key skills associated with</i>	<u>Next steps</u> devise revision techniques that suit each individual student to construct a CV and personal statement, enhancing employability to practise and develop/refine interview technique	<u>Communication in relationships</u> <i>identify healthy and unhealthy (aspects of)relationships, including what constitutes abuse</i> <i>develop assertiveness and challenge unwanted attention, including online</i> <i>access appropriate support</i>	<u>Independance</u> <i>stay safe in a variety of contexts</i> <i>to understand the links between lifestyle choices and health and so be better informed when making choices</i> <i>develop knowledge and skills for self-screening</i> <i>know how to register and access doctors, sexual health clinics,</i>	<u>Families</u> <i>understand the diversity of family types and their equal worth and validity</i> <i>explain what constitutes 'readiness' for parenting</i> <i>demonstrate at least a sound understanding of fertility, conception, pregnancy, birth, miscarriage, abortion.</i> <i>Fostering, adoption, bereavement, 'honour</i>	<u>Where to next?</u> Support through exams and assessment

	<i>health and wellbeing, such as self-efficacy, motivation, perseverance and resilience</i>			<i>opticians and other health services</i> <i>manage influences and risks relating to cosmetic and aesthetic body alterations</i>	<i>based' violence and forced marriage</i> <i>access support for any of these</i>	
10	<p><u>Mental Health</u> <i>know what constitutes mental health and wellbeing</i></p> <p><i>to know and apply strategies to promote mental health and wellbeing</i></p> <p><i>identify and challenge stereotypes and misinformation about mental health and wellbeing, and challenge stigma</i></p>	<p><u>Work experience</u> <i>consider and assess own strengths and aptitudes in relation to career development</i></p> <p><i>identify responsibilities in the workplace and how to manage challenges, adversity, practical problems and health & safety</i></p>	<p><u>Healthy Relationships</u> <i>know what constitutes healthy relationships, and describe various elements of them</i></p> <p><i>understand health in terms of sex, gender and relationships and manage the impact of the online world on these, especially of pornography on sexual attitudes</i></p> <p><i>understand what is meant by consent</i></p> <p><i>know how to respond to pressure, coercion and manipulation</i></p>	<p><u>Exploring Influences</u> <i>identify and describe qualities of role models, and evaluate their relative influence</i></p> <p><i>analyse the media's impact on perceptions of gangs and gang culture</i></p> <p><i>explain the effects on decision-making of drugs and alcohol</i></p> <p><i>use appropriate exit strategies for pressurised or dangerous situations</i></p> <p><i>know how to seek help for substance use and addiction</i></p>	<p><u>Addressing extremism and radicalisation</u> <i>understand and explain the meaning of the concepts of inclusion, (mutual) respect, belonging, discrimination, extremism and radicalisation</i></p> <p><i>analyse social media and become increasingly adept at identifying media distortion and misrepresentation</i></p> <p><i>know about, and resist, the online media's targeting of information using algorithms and AI technologies</i></p> <p><i>recognise extremist views, and what constitutes an attempt at radicalisation</i></p>	<p><u>Financial Decision making</u> <i>budget and evaluate a range of savings options</i></p> <p><i>understand the concept of 'debt' and options to respond to it</i></p> <p><i>describe the targeting of advertising (using algorithms) and enticements to gambling</i></p> <p><i>identify and explain the relationship between gambling and debt</i></p> <p><i>explain what is meant by cybercrime and manage online risks</i></p>
9	<p><u>Healthy lifestyle</u> <i>demonstrate understanding of the direct links between physical and mental health</i></p> <p><i>explain the benefits</i></p>	<p><u>Setting goals</u> <i>identify and evaluate own work-related skills and qualities/strengths</i></p> <p><i>describe different types of employment</i></p>	<p><u>Respectful relationships</u> <i>identify a range of family types</i></p> <p><i>describe positive relationships in the home</i></p>	<p><u>Peer influence, substance use and gangs</u> <i>distinguish between healthy and unhealthy relationships</i></p> <p><i>show an understanding</i></p>	<p><u>Intimate relationships</u> <i>choose when ready for sex</i></p> <p><i>understand the concept of intimacy, and intimacy without sexual intercourse</i></p>	<p><u>Employability skills</u> <i>describe the rights and responsibilities of young people in employment</i></p> <p><i>receive and then act upon constructive criticism</i></p>

	<p><i>of balancing work, leisure, exercise and sleep</i></p> <p><i>make informed dietary choices and manage influences on body image, assessing potential detrimental influences and their impact</i></p> <p><i>know how to self-examine as part of self-screening (breast and testicular cancer)</i></p>	<p>manage feelings and perceptions of possible future employment</p> <p>set (realistic SMART) targets for goal for future</p> <p>to make informed subject (option) choices</p> <p>develop skills needed for decision-making</p>	<p><i>explain the link between positive relationships and homelessness for young people</i></p> <p><i>describe the feelings and explain the causes of conflict at home</i></p> <p><i>manage relationship changes, including separation and divorce</i></p> <p><i>access appropriate support services to help deal with relationship breakdown (own &/or others')</i></p> <p><i>demonstrate an understanding of and the implications of demographic change</i></p>	<p><i>of the dynamics of a group, and how a group may influence our thinking & behaviour</i></p> <p><i>recognise passive, aggressive and assertive behaviour, and how to communicate assertively</i></p> <p><i>identify and then manage risks regarding gangs</i></p> <p><i>identify and explain legal risks and health risks in relation to drug and alcohol use, including addiction and dependence</i></p> <p><i>evaluate health and relationship benefits and detrimental effects of alcohol and drug use</i></p>	<p><i>understand the concept of consent, and that it can be withdrawn at any point whatsoever of a sexual encounter</i></p> <p><i>describe the nature, explain the causes of, and ways to avoid, STI's through the use of condoms</i></p> <p><i>explain the possible consequences of unprotected sex, including STI's and pregnancy</i></p> <p><i>explain the possible consequences of the media, and pornography portrayal of relationships and the 'reality gap'</i></p> <p><i>secure personal information online about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex</i></p> <p><i>evaluate vital importance of differentiating between facts and misconceptions about the concept of consent</i></p> <p><i>to assess and manage risks of sending, sharing or passing on sexual images</i></p> <p><i>understand the idea of the online personal footprint and why this should already be</i></p>	<p>identify and develop habitual behaviours which aid progress</p> <p>identify and access support for concerns relating to life online</p>
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					something to manage	
8	<p><u>Drugs and alcohol</u></p> <p>identify and distinguish between medicinal and recreational drugs</p> <p>explain why overconsumption of energy drinks can be detrimental to health</p> <p>describe accurately the meaning of and difference between habit and dependence</p> <p>know about safe use of prescription medication</p> <p>assess the risks of alcohol, tobacco, nicotine and e-cigarettes</p> <p>manage influences in relation to substance use</p> <p>recognise and promote positive social norms and attitudes</p>	<p><u>Community and careers</u></p> <p>define and exemplify equality of opportunity</p> <p>know about and challenge stereotypes which lead to discrimination</p> <p>describe the difference between employment, self-employment and voluntary work</p> <p>set aspirational goals for future careers and challenge expectations that limit choices</p>	<p><u>Discrimination</u></p> <p>manage influences on beliefs and decisions</p> <p>be aware of the potential impact of group thinking</p> <p>develop self-worth and confidence, raising self-esteem</p> <p>define gender, gender identity, and develop the skills to challenge related discriminations e.g. homophobia, transphobia, biphobia, racism, sexism, Islamophobia, anti-semitism</p>	<p><u>Emotional wellbeing</u></p> <p>manage emotions</p> <p>understand what constitutes mental wellbeing</p> <p>explain the nature and reasons for, and the effects of the stigma towards mental ill health</p> <p>identify, describe and distinguish between healthy and unhealthy coping strategies</p> <p>develop the skills to enhance digital resilience to negative attitudes to mental ill health</p>	<p><u>Identity and relationships</u></p> <p>identify and describe the qualities of positive relationships</p> <p>understand the concepts of gender identity and sexual orientation</p> <p>understand the process of forming new partnerships and developing relationships</p> <p>explain what constitutes consent and the law regarding consent</p> <p>communicate consent in relationships</p> <p>identify what a 'sext' is, and know the risks of 'sexting'</p> <p>manage and resist pressures to send sexual images</p> <p>describe and explain the mechanisms of basic forms of contraception</p>	<p><u>Digital literacy</u></p> <p>engage in effective, safe communication online</p> <p>use social networking safely</p> <p>recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation</p> <p>to know how to respond and seek support in cases of online grooming</p> <p>understand the criteria, and develop the skills needed, to decide on the authenticity and accuracy of online information, and recognise biased or misleading information</p> <p>distinguish between online content which is publicly and privately shared</p> <p>make responsible, informed decisions regarding age restricted media</p> <p>protect financial security online</p>

						<i>assess and manage risks in relation to gambling and chance-based transactions</i>
7	<p><u>Transition and safety</u></p> <p><i>identify, express and manage their emotions in a constructive way</i></p> <p><i>manage the challenges of moving to a new school</i></p> <p><i>establish and manage friendships</i></p> <p><i>develop and enhance a range of study skills</i></p> <p><i>identify personal strengths and areas for development</i></p> <p><i>to understand the practical strategies to maintain personal safety e.g. road, rail and water</i></p> <p><i>to know how to respond in an emergency situation</i></p> <p><i>demonstrate a basic level of 1st aid skills</i></p>	<p><u>Developing skills and aspirations</u></p> <p>have developed a range of skills which encourage entrepreneurship, decision-making, problem-solving, communication, teamworking, leadership, risk-management, and creativity</p> <p>describe a broad range of careers, and link the appropriate skills and qualities required for them</p> <p>explain the meaning and reasons for the importance of equality of opportunity</p> <p>challenge stereotypes, and so become ambitious despite any current stereotyping constraints</p> <p>describe and explain the links between values and career choices</p>	<p><u>Diversity</u></p> <p><i>understand the various elements of individual identity</i></p> <p><i>describe diversity, and the benefits of living in a diverse society</i></p> <p><i>define stereotyping, prejudice and discrimination</i></p> <p><i>identify, and develop the confidence and skills required to challenge - stereotyping, prejudice and discriminations</i></p> <p><i>define, and describe the effects of bullying, including online</i></p> <p><i>respond appropriately to bullying</i></p> <p><i>support others who are victims of bullying</i></p> <p><i>access support</i></p>	<p><u>Health and puberty</u></p> <p><i>distinguish between healthy and unhealthy lifestyle choices, and manage influences relating to unhealthy ones</i></p> <p><i>manage physical and emotional changes of puberty</i></p> <p><i>know about a range of ways of maintaining personal hygiene</i></p> <p><i>respond assertively to unwanted contact (including online)</i></p> <p><i>know what is meant by FGM, the law regarding FGM, and how to access support</i></p>	<p><u>Building relationships</u></p> <p><i>identify and describe qualities and behaviours relating to different types of positive relationships</i></p> <p><i>recognise (features of) unhealthy relationships</i></p> <p><i>identify stereotypes in the media</i></p> <p><i>set realistic expectations for romantic relationships</i></p> <p><i>define the concept of 'consent', know how to assertively communicate your desire to seek it</i></p>	<p><u>Financial decision making</u></p> <p>make safe financial choices</p> <p>differentiate between ethical and unethical business practices</p> <p>demonstrate an understanding of the ideas of saving, spending and budgeting</p> <p>manage risk-taking behaviours</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
6	<p><u>Physical Health and Mental Well-being</u></p> <p>What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online</p> <p><u>Keeping safe -</u> Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media</p>	<p><u>Belonging to a community</u> Valuing diversity; challenging discrimination and stereotypes</p> <p><u>Media literacy and digital resilience</u> Evaluating media sources; sharing things online</p>	<p><u>Families and Friendships</u> Attraction to others; romantic relationships; civil partnership and marriage</p> <p><u>Respecting ourselves and others</u> Expressing opinions and respecting other points of view, including discussing topical issues</p>	<p><u>Growing and Changing</u></p> <p>Human reproduction and birth; increasing independence; managing transition</p>	<p><u>Safe relationships</u></p> <p>Recognising and managing pressure; consent in different situations</p>	<p><u>Money and work</u></p> <p>Influences and attitudes to money; money and financial risks</p>
5	<p><u>Physical Health and Mental Well-being</u></p> <p>Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies</p> <p><u>Keeping safe -</u> Keeping safe in different situations, including responding in emergencies, first aid and FGM</p>	<p><u>Belonging to a community</u> Protecting the environment; compassion towards others</p> <p><u>Media literacy and digital resilience</u> How information online is targeted; different media types, their role and impact</p>	<p><u>Families and Friendships</u> Managing friendships and peer influence</p> <p><u>Respecting ourselves and others</u> Responding respectfully to a wide range of people; recognising prejudice and discrimination</p>	<p><u>Growing and Changing</u></p> <p>Personal identity; recognising individuality and different qualities; mental wellbeing</p>	<p><u>Safe relationships</u></p> <p>Physical contact and feeling safe</p>	<p><u>Money and work</u></p> <p>Identifying job interests and aspirations; what influences career choices; workplace stereotypes</p>
4	<p><u>Physical Health and Mental Well-being</u></p> <p>Maintaining a</p>	<p><u>Belonging to a community</u> What makes a community; shared</p>	<p><u>Families and Friendships</u> Positive friendships, including online</p>	<p><u>Growing and Changing</u></p> <p>Physical and emotional changes in puberty;</p>	<p><u>Safe relationships</u></p> <p>Responding to hurtful behaviour; managing</p>	<p><u>Money and work</u> Making decisions about money; using and keeping money safe</p>

	<p><i>balanced lifestyle; oral hygiene and dental care</i></p> <p><u>Keeping safe -</u> <i>Medicines and household products; drugs common to everyday life</i></p>	<p>responsibilities</p> <p><u>Media literacy and digital resilience</u> <i>How data is shared and used</i></p>	<p><u>Respecting ourselves and others</u> <i>Respecting differences and similarities; discussing difference sensitively</i></p>	<p><i>external genitalia; personal hygiene routines; support with puberty</i></p>	<p><i>confidentiality; recognising risks online</i></p>	
3	<p><u>Physical Health and Mental Well-being</u> <i>Health choices and habits; what affects feelings; expressing feelings</i></p> <p><u>Keeping safe -</u> <i>Risks and hazards; safety in the local environment and unfamiliar places</i></p>	<p><u>Belonging to a community</u> <i>The value of rules and laws; rights, freedoms and responsibilities</i></p> <p><u>Media literacy and digital resilience</u> <i>How the internet is used; assessing information online</i></p>	<p><u>Families and Friendships</u> <i>What makes a family; features of family life</i></p> <p><u>Respecting ourselves and others</u> <i>Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</i></p>	<p><u>Growing and Changing</u> <i>Personal strengths and achievements; managing and reframing setbacks</i></p>	<p><u>Safe relationships</u> <i>Personal boundaries; safely responding to others; the impact of hurtful behaviour</i></p>	<p><u>Money and work</u> <i>Different jobs and skills; job stereotypes; setting personal goals</i></p>
2	<p><u>Physical Health and Mental Well-being</u> <i>Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</i></p> <p><u>Keeping safe -</u> <i>Safety in different environments; risk and safety at home; emergencies</i></p>	<p><u>Belonging to a community</u> <i>Belonging to a group; roles and responsibilities; being the same and different in the community</i></p> <p><u>Media literacy and digital resilience</u> <i>The internet in everyday life; online content and information</i></p>	<p><u>Families and Friendships</u> <i>Making friends; feeling lonely and getting help</i></p> <p><u>Respecting ourselves and others</u> <i>Recognising things in common and differences; playing and working cooperatively; sharing opinions</i></p>	<p><u>Growing and Changing</u> <i>Growing older; naming body parts; moving class or year</i></p>	<p><u>Safe relationships</u> <i>Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</i></p>	<p><u>Money and work</u> <i>What money is; needs and wants; looking after money</i></p>

1	<p><u>Physical Health and Mental Well-being</u></p> <p><i>Keeping healthy; food and exercise, hygiene routines; sun safety</i></p> <p><u>Keeping safe -</u> <i>How rules and age restrictions help us; keeping safe online</i></p>	<p><u>Belonging to a community</u> What rules are; caring for others' needs; looking after the environment</p> <p><u>Media literacy and digital resilience</u> <i>Using the internet and digital devices; communicating online</i></p>	<p><u>Families and Friendships</u> <i>Roles of different people; families; feeling cared for</i></p> <p><u>Respecting ourselves and others</u> <i>How behaviour affects others; being polite and respectful</i></p>	<p><u>Growing and Changing</u> Recognising what makes them unique and special; feelings; managing when things go wrong</p>	<p><u>Safe relationships</u> <i>Recognising privacy; staying safe; seeking permission</i></p>	<p><u>Money and work</u> Strengths and interests; jobs in the community</p>
EYFS	LMTW - Happy to be me	LMTW - Tell us a story	LMTW - no place like home	LMTW - What on earth	LMTW - Under the sea	LMTW - come fly with me