Bridgelea Primary School

PSHE and RSE Policy

Approved by:	Quality of Education Committee	**Date:** July 2026
Last reviewed on:	Deferred whilst new statutory guidance was implemented with Manchester Healthy Schools	
Next review due by:	Bi Annual: July 2028	

1. Aims

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The aims of Personal, Social and Health Education (PHSE) and Sex & Relationships Education (PSHE & 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 culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

As a Gold Rights Respecting School this policy embeds principles of equality, safety, and the empowerment of the child throughout the curriculum. Bridgelea Primary School is a school for 134 pupils in Key Stages 1 and 2 offering specialist places for children with an Educational Health and Care Plan (EHCP) identifying Social Emotional and Mental Health Difficulties (SEMH). By providing the day six-education offer, Bridgelea also offers places for Manchester's children who are at risk of being excluded (APX) or who have been permanently excluded (PEX). We currently have fifteen classes across two sites. Classes can vary in size depending on the complexity of the need and can range between eight and ten pupils. All classes are taught by a qualified teacher and are supported by at least two teaching assistants.

At Bridgelea, there are only a small number of pupils in each year group. The majority of Bridgelea children are in years 5 and 6 with the next biggest group being in years 3 and 4. We have a smaller number of KS1 pupils at. A much higher than average proportion of pupils are eligible for the pupil premium, which provides additional funding for pupils known to be eligible for free school meals.

Most pupils have SEMH as their primary recorded need. Around 30% of children have a diagnosis of ADHD, a further 26% are currently on the waiting list for an assessment by CAMHS for ADHD. 8% have Dyslexia, 20% of pupils have other diagnosed communication difficulties such as Autistic Spectrum Condition (ASC), a further 28% of children are on waiting

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lists to be assessed by the social communication pathway team for underlying concerns around ASC, 2% of children have moderate learning difficulties and 2% have hearing impairment as their primary need.

The Right to Safety and Bodily Autonomy

A core component of the curriculum is teaching children that each person's body belongs to them. This directly supports a child's right to protection and safety by:

- Teaching them to recognise the difference between appropriate and inappropriate contact.
- Equipping them with the vocabulary and confidence needed to report abuse or feelings of being unsafe.
- Clarifying that being a victim of abuse is never the fault of the child, reinforcing their right to be protected from harm.

Respect, Empathy, and Inclusivity

The policy aims to help pupils develop self-respect, confidence, and empathy. These values are put into practice through:

- Respectful Relationships: Pupils are taught the importance of respecting others, even when they are different or hold different beliefs.
- PSHE and RSE Families: To ensure that no child is stigmatised, the curriculum reflects a wide range of family structures, including single parents, LGBT parents, and foster carers, affirming every child's right to see their family life respected.
- SEND Accessibility: The policy ensures that PSHE AND RSE is accessible to pupils with special educational needs and disabilities (SEND), acknowledging their specific vulnerabilities and rights to an inclusive education.

Pupil Voice and Participation

In line with the value of respecting a child's right to be heard, Bridgelea's policy was developed through consultation with pupils to investigate what they specifically want from their PSHE and RSE. The statutory guidance further reinforces this by

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stating that an inclusive curriculum should be informed by meaningful engagement with pupils to ensure it is relevant and engaging.

Rights in the Digital World

The policy extends "Rights Respecting" values into the digital sphere by teaching pupils about their rights regarding personal data, privacy, and consent. It emphasises that the same principles of respect and safety apply online as they do face-to-face, empowering pupils to navigate the internet safely. This links with the schools 2BeSafe curriculum.

2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching PSHE and RSE, we must have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Bridgelea, we teach PSHE and RSE as set out in this policy.

3. Policy development

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

- Review – a team of staff pulled together all relevant information including relevant national and local guidance.
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
- Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy.
- Pupil consultation – we investigated what exactly pupils want from their PSHE and RSE.
- Ratification – once amendments were made, the policy was shared with governors and ratified.

4. Definition

PSHE and RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

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

PSHE and RSE is not about the promotion of sexual activity.

5. Curriculum

Our PSHE AND RSE 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/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers upon request.

Primary sex education will focus on:

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- **Preparing boys and girls for the changes that adolescence brings**
- **How a baby is conceived and born**

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

6. Delivery of PSHE and RSE

Teachers are responsible for delivering PSHE and RSE lessons in a safe environment, promoting and modeling the establishment of ground rules for discussions, using case studies and distancing techniques to keep sensitive topics from becoming too personal for individual students.

A Safe & Effective Learning Environment

At Bridgelea, we want every child to feel safe and supported during our PSHE and RSE lessons. To do this, we make "ground rules" together with the students, so everyone understands the importance of being respectful and knows they have the "right to pass" if they don't feel like sharing. We also use things like puppets, stories, and case studies; these "distancing techniques" help us talk about big topics without making anyone feel they must talk about their own private lives.

We make sure our lessons are for everyone, no matter their background. While we keep our classroom discussions private, we always make sure pupils know that if they tell us something that suggests they might be in danger, we must follow our safeguarding steps to keep them safe.

Bridgelea Primary delivers this content through three specific methods:

1. **Core PSHE**: Weekly discrete curriculum time, following the IMatters curriculum and themed weeks like Anti-Bullying Week.
2. **Cross-Curricular Opportunities**: Science covers biological aspects like puberty and reproduction; ICT covers e-safety; and RE explores moral beliefs and values.
3. **Reactive PSHE:** Targeted interventions to address specific needs, such as recurring incidents of bullying or the use of sexualised language.

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Subject	Cross Curricular Opportunities
English	Skills in enquiry and communication; stories that illustrate aspects of personal and social development. This may be a text planned to fit around Bullying or other PSHE themes.
Maths	Counting, sharing and economics
Science	Drugs, including medicine, sex, health, safety and the environment.
ICT	Communicating with others via e-mail; finding information on the internet and checking its relevance; e-safety
History	Reasons for and results of historical events, situations and changes, events, ideas and experiences of people from the past;
Geography	Topical issues concerning the environment, sustainable development, land use, study of pupils' own locality and places in different parts of the world, including less economically developed countries.
Art and Design	Health and safety, healthy eating, realising that people have needs as they generate design ideas, use of technology;

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Music	Making the most of abilities in playing or singing; issues of cultural diversity, their value and their expression;
P.E	Teaching and learning about health and safety, development of personal and social skills through team and individual activities, games and sports; importance of keeping healthy through physical activity
R.E	Religious and moral beliefs, values and practices that underpin and influence personal and social issues, and relationships.

Recording of Learning

Core curriculum- Staff are to maintain a PSHE book per pupil containing dated marking grids with learning objectives, a summary of each activity covered, examples of pupil work and/or photographs of activities.

Acceptable methods of recording are as follows-

- Photographs with captions for children's learning.
- Photographs of displays
- Paper copies of work.
- Post it notes/written notes of verbal responses
- Written summary of practical work undertaken.
- Photographs of children taking part in linked assemblies/themed week activities.
- Where cross-curricular work has taken place- a note to say "see science work dated 12/6" is acceptable.

Reactive PSHE

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Staff are to record whole class reactive PSHE lessons in pupil books, with a title of reactive PSHE lesson.

Staff are to record individual interventions delivered on CPOMs as a record of reactive PSHE taking place. This must include intervention delivered, reason for needing the intervention and a brief summary of engagement. To be filed under "Retreat intervention" tab on CPOMs.

PSHE AND RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of PSHE AND RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

For more information about our PSHE and RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

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We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse PSHE and RSE range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
- Safe and supported
- Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

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We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory PSHE and RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality. Examples include NSPCC Speak Out, Stay Safe, Red Cross, Pol-Ed and 2BeSafe. Twinkle resources are also used to supplement some lessons.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about PSHE and RSE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage

Comply with:

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- This policy
- The Teachers' Standards
- The Equality Act 2010
- The Human Rights Act 1998
- The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
- What they're going to say
- Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

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8. Roles and responsibilities

8.1 The Governing Board

The governing board will approve the PSHE and RSE policy and hold the headteacher to account for its implementation.

8.2 The Headteacher

The headteacher is responsible for ensuring that PSHE and RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from [non-statutory/non-science] components of PSHE and RSE (see section 9).

Head teacher to ensure all staff and external contributors are made aware of Bridgelea's safeguarding processes and know to contact one of the DSLs should a safeguarding concern arise.

8.3 Staff

Staff are responsible for:

- Delivering PSHE and RSE in a sensitive way
- Modelling positive attitudes to PSHE and RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the [non-statutory/non-science] components of PSHE and RSE
- To appropriately handle any disclosures of a personal or sensitive nature made by a pupil during discussions in lessons in line with Bridgelea's safeguarding policy.

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

All Class Teachers teach PSHE and RSE as part of the wider primary curriculum at Bridgelea.

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8.4 Pupils

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

9. Parents' Right to Withdraw

Parents have the right to:

- Be consulted with by the school, to ask questions and to give input.
- Opt out of Sex Education
- See the schools PHSE &RSE Policy
- Be able to see examples of lessons

It is a parent's legal right to withdraw their child from any or all Sex Education.

Withdrawl Policy

- **Stage 1**: Complete form. Should a parent wish to request for their child to be withdrawn from Sex Education they need to complete and submit this form:

- **Stage 2**: This will be followed by a meeting with the child's Class Teacher and/or the PHSE Lead to share the Sex Education resources and to respond to any questions or concerns. We hope that this supports any parent and carer to make an informed decision about whether to withdraw their child or not.

- **Stage 3**: Parent and senior lead to sign and agree withdrawal from Sex Education on the form.

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Alternative schoolwork will be given to pupils who are withdrawn from sex education. Discussion around how the request can be accommodated in school will be discussed and agrred with the parent and school.

A copy of withdrawal requests will be placed in the pupil's educational record.

10. Training

Staff are trained on the delivery of PSHE and RSE as part of their induction and it is included in our continuing professional development calendar.

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

11. Monitoring arrangements

The delivery of PSHE and RSE is monitored by Molly Smith (PHSE Lead) through a range of monitoring activities such as planning scrutinises, learning walks, staff and pupil voice activities and looking at children's books.

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

This policy will be reviewed by Molly Smith and the Deputy Head, Amy Robinson, bi-annually. At every review, the policy will be approved by Quality of Education Committee.

12. Links & Dissemination

Links to Other School Policies

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This policy does not stand alone; it is part of a wider framework at Bridgelea designed to support the safety, wellbeing, and development of all pupils. It should be read in conjunction with the following school policies to ensure a consistent approach:

- **Safeguarding and Child Protection Policy:** PSHE and RSE plays a vital role in safeguarding by equipping pupils with the vocabulary to report abuse and understand bodily autonomy. Any disclosures made by pupils during PSHE and RSE lessons are handled according to our standard safeguarding and confidentiality protocols. Reactive interventions are recorded on CPOMs.
- **Equality and Diversity Policy:** In line with the Equality Act 2010 and the Public Sector Equality Duty, this policy ensures that PSHE and RSE is inclusive of all pupils, regardless of their background, family structure, or SEND needs.
- **Anti-Bullying and Behaviour Policies:** Our curriculum focuses on building respectful relationships, empathy, and self-respect, which directly supports the school's efforts to prevent all forms of bullying, including cyberbullying.
- **Science Rationale:** Statutory elements of sex education, such as human reproduction and the biological changes that occur during puberty, are integrated into and delivered through the science curriculum.
- **Online Safety Policy & Computing Rationale:** Our lessons on digital rights, privacy, and online relationships complement the school's broader strategy for keeping children safe in the digital world.

The PSHE and RSE policy at Bridgelea Primary School is developed through a collaborative consultation proces**s** involving staff, pupils, and parents to ensure it meets the needs of our entire school community. Staff are invited to review the policy and provide recommendations, while parents and carers are encouraged to attend dedicated meetings to share their input. We also highly value "Pupil Voice," specifically investigating what our students want from their PSHE and RSE to ensure the curriculum is both relevant and engaging. To maintain transparency, the final policy is published on the school website and is freely accessible. Recognizing our diverse community, we can adapt the policy into different languages or formats to meet specific communication needs upon request. Furthermore, we use the Reach More Parents platform to share links to key areas and upcoming events related to the PSHE and RSE curriculum, ensuring all stakeholders remain informed and involved.

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Appendix 1: Curriculum Map

Relationships and Sex Education curriculum map

The curriculum for Relationships, Sex, and Health Education (RSHE) is divided into core areas that progress from primary to secondary education, focusing on building the knowledge and skills necessary for healthy lives and relationships.

At the primary level, the focus is on **Relationships Education** and **Health Education**, which are both compulsory.

- **Families and People Who Care for Me:** Pupils learn that families provide love, security, and stability. They are taught to respect different family structures, including single parents, LGBT parents, and foster carers.
- **Caring Friendships:** This includes the characteristics of healthy friendships, such as trustworthiness, kindness, and managing conflict without violence.
- **Respectful Relationships:** Teaching focuses on self-respect, the importance of respecting others regardless of differences, and understanding different types of bullying, including cyberbullying.
- **Online Relationships:** Pupils learn about online safety, the risks of talking to people they have never met, and how information is shared and used online.
- **Being Safe:** This covers **bodily autonomy** (that their body belongs to them), privacy, and how to report feelings of being unsafe or abuse.
- **Health and Wellbeing:** Curriculum content includes the benefits of physical activity, mental wellbeing, healthy eating, basic first aid, and the facts about legal and illegal harmful substances like tobacco and alcohol.
- **Sex Education:** While not compulsory for primaries, the government recommends it be taught in years 5 or 6. Bridgelea Primary specifically focuses on **preparing for adolescence** and how a baby is conceived and born.

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Appendix 2: By the end of primary school pupils should know

Early Years (IMatters V3)	
Strand	**End of Early Years**
Autumn 1 **Living in the wider world**	• Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Recognise that people have different beliefs and celebrate special times in different ways.
Autumn 2 **Relationships and RSE**	• Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. • See themselves as a valuable individual. • Build constructive and respectful relationships. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others.
Spring 1 **Keeping Safe**	• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases.
Spring 2 **Mental and Emotional Health** (Including Online safety)	• Recognise that people have different beliefs and celebrate special times in different ways. • Understand what the internet is and what they use he internet for (E.G. watching videos, playing games, learning things.) • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge.

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Summer 1 **Healthy Lifestyles**	• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs.
Summer 2 **Transition**	• Identify changes that may happen in school next year. • Discuss having a new teacher/ new classroom.

Mile Post One (IMatters V4)	
Strand	**End of MP1**
Autumn 1 My Connections	• Why are families important for helping us feel loved, safe, and secure? • What makes a caring and happy family? • Why are friendships important? • How can we help others feel included? • Why do friendships sometimes have problems, and how can we solve them? • How can we tell if a family or friendship situation feels unsafe or upsetting?
Autumn 2 My safety and choices	• How can I share and be safe with others? • What is personal space and how can we keep safe? • Is it ok to keep secrets? • Who can we talk to if something makes us feel unsafe or unsure?

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	• How can we recognise dangers around us and how can we keep safe? • How can we stay safe near roads, railways and water, including following simple safety rules?
Spring 1 Health and wellbeing	• How can we recognise different feelings and talk about them? • What activities help us feel happy and well? • What should we do if we feel lonely, sad, or worried, and who can help? • How can we be kind to others and understand how bullying affects people? • What does a healthy diet look like, and why is it important for our bodies? • Why is being active good for our bodies and minds?
Spring 2 Online wellbeing and awareness. (Including Online safety)	• What is the internet and how do people use it? • How can we be kind and respectful if I am online? • How much time should we spend online? • Why are some apps, videos and games not suitable for us? • Who should I share information with? • What should I do if I see something that makes me feel uncomfortable?
Summer 1 Growing up and Staying well	• How can we keep our body clean and healthy? • How can we look after our teeth? • How can we stay safe in the sun? • Why do we need good sleep, and how can we develop healthy bedtime routines? • How can I understand me and my body? • How can change or loss make us feel different emotions?
Summer 2 My Future, Our world.	• What are class rules? (British Values) • What groups of communities am I part of? • What is the environment? • How can we look after the environment? • Where does money come from? • How do we make choices about spending money?

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Mile Post Two (IMatters V4)	
Strand	**End of MP2**
Autumn 1 **My Connections**	• What qualities make a friendship trusting, respectful, and enjoyable? • How can we tell when a friendship is becoming unkind or unhealthy? • Why is it important to think about other people's needs, and why can balancing everyone's needs be difficult? • What are healthy boundaries in relationships, and how can we respect them? • How can we express our feelings safely and manage conflict? • What is the difference between being assertive and being controlling, and how can we be kind without forgetting our own needs?
Autumn 2 **My safety and choices**	• How can we understand privacy and body boundaries? • How can we recognise when a situation, relationship or request is unsafe? • What are the risks of smoking, vaping, alcohol and other harmful substances? • How can we recognise hazards in different places and make safer choices? • How can we stay safe near roads, railways and water by using safety codes and spotting danger?

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	• How can we safely respond to injuries and know what to do when someone needs basic first aid?
Spring 1 Health and wellbeing	• How can different emotions affect us? • How do we know if our feelings and behaviour are appropriate? • What can we do to look after our general wellbeing each day and practice healthy routines? • What does self-care look like for me and how can I communicate my needs? • How can we build regular physical activity into our routines and why is it important? • What makes a healthy relationship with food, and how do we make choices about eating?
Spring 2 Online wellbeing and awareness. (Including Online safety)	• How do online relationships compare with in-person relationships, and what are their advantages and disadvantages? • How can we tell if online relationships or information are trustworthy, especially from people we've never met? • How can we use privacy settings and careful sharing to protect our information online? • Why is there a minimum age for social media, and how does it help keep children safe? • What happens when something is shared online, and why might people behave differently when online? • How can negative experiences online impact wellbeing?
Summer 1 Growing up and Staying well	• How can we talk about our own boundaries and understand that our bodies belong to us? • How does the human body change as we grow? • How do our bodies change and why is personal hygiene important? • How do vaccines work, and why are immunisations offered to protect our health? • Why are regular dental check-ups and good oral hygiene important?

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	• How can we improve the quality of our sleep, and how does poor sleep affect our body and mood?
Summer 2 My Future, Our world.	• How do rules and laws protect us? • What's the difference between my local British communities and global communities? • How do we look after our money? • What are the links between work and money? • What are the rights of the child? • What is sustainability?

Mile Post Three (IMatters V4)		
Strand	**End of MP3**	**Manchester Skils4Life**
Autumn 1 My Connections	• Why is it important to respect others, especially people who are different from us? • What practical skills can we use to build strong, healthy relationships in different situations? • How do good manners and courtesy help us get along with others? • What is self-respect, and how can we develop our confidence and identity? • What kinds of bullying exist (including online), how does bullying affect people, and what should we do if we see it? • What are stereotypes, why are they harmful, and how can we challenge them and ask for help when we feel unsafe?	

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Autumn 2 My safety and choices	• How can we identify unsafe relationships, understand who to trust and how to respond safely? • How can we report unsafe situations or things that concern us? • What are the facts and risks of legal and illegal harmful substances, including nicotine addiction and vaping products? • How do we assess risks in different environments and take steps to keep ourselves and others safe? • How can we apply the water safety code and understand risk around roads and railways? • How do we make an efficient emergency call and use basic first-aid skills to help with common injuries?
Spring 1 Health and wellbeing	• How can we understand and talk about a wide range of emotions, including feeling worried or low? • What is the impact of bullying, including cyberbullying, on wellbeing, and how can we help ourselves or others? • How can we keep ourselves mentally and physically healthy through active lifestyles and positive wellbeing habits? • What are the risks of being inactive, and how can we make healthy choices to protect our physical health? • How can we plan and prepare healthy meals and understand the effects of poor diet on the body? • How do rest, hobbies, community involvement, and supportive relationships contribute to long-term wellbeing?
Spring 2 Online wellbeing and awareness. (Including Online safety)	• How can we show responsibility and respect through our online behaviour and understand its impact on others? • How can we make respectful choices online, even when people are anonymous or pressure us? • How can too much screen time or certain online content affect our mental and physical wellbeing? • Why are some websites, games, apps, and online activities age-restricted, and what risks do they protect us from? • How can we recognise online risks such as scams, monetisation in games, financial harm, or addictive behaviours?

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	• How can we take a critical approach to online information, understand how it is targeted, protect our data rights?
Summer 1 Growing up and Staying well	• What can we do to protect our long-term health? • How can change, loss or bereavement impact our wellbeing, and how do people respond differently? • What's normal for my body and my health? • How do we maintain good personal hygiene during puberty, and why is it important? • What are the physical and emotional changes of puberty? • How are babies made?
Summer 2 My Future, Our world.	• How are rules and laws made and changed? • What is Fairtrade? • How do people manage money? • How can I develop my enterprise skills? • Why is it important to be critical of the media online and offline? • What is racism? • What do I want to be?

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Appendix 3: Parent/Carer form: Withdrawal From Sex Education Within PSHE AND RSHE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	

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TO BE COMPLETED BY THE SCHOOL	

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