Borrow Wood Primary School

Relationships, sex and health education (RSHE) policy

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1. Aims

The aims of relationships, sex and health education (RSHE) 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, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture and promote healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a primary academy, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017. We must also teach health education.

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSHE, we're required by our funding agreements to have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010

- The Public Sector Equality Duty (PSED) (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 Borrow Wood Primary 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/carers. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.

3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy.

4. Pupil consultation – we investigated what exactly pupils want from their RSHE.

5. Ratification – once amendments were made, the policy was shared with governors and ratified.

4. Definition

For the purpose of this policy:

Relationships and health education will:

- Teach the skills and knowledge that form the building blocks of all positive relationships
- Support children from the start of their education to grow into kind, caring adults who:
    - Have respect for others
    - Know how to keep themselves safe
    - Have emotional awareness
- Highlight the benefits and importance of physical activity, good nutrition, sufficient sleep and time spent outdoors
- Emphasise the relationship between physical health and mental wellbeing
- Aim to reduce stigma attached to health issues, in particular relating to mental health, and discourage the pejorative use of language related to ill health

All pupils must be taught the aspects of sex education outlined in the primary science curriculum which includes teaching about the main external parts of the human body, how the human body changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals. Schools are free to determine whether pupils should be taught sex education beyond what is required of the national curriculum. At our school, children in Year 6 follow the My Happy Mind ‘My Happy Body – Changing and Growing’ scheme of work. Prior to these lessons, parents are given the opportunity to view the resources for this unit. In line with our school’s safeguarding policy, if a child is at risk of sexual harm, additional actions will be taken to ensure children have the knowledge and skills to keep themselves and others safe.

5. Curriculum

Our RSHE curriculum is set out as per Appendices 1 and 2, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious 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. Teaching will be developed to ensure the curriculum is accessible for pupils with SEND.

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

6. Delivery of RSHE

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

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations
- "Over blocking" by the school's filtering and monitoring system doesn't lead to unreasonable restrictions as to what children can be taught

Relationships education focuses on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe, including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

Health education will:

- Highlight the benefits and importance of physical activity, good nutrition, sufficient sleep and time spent outdoors
- Emphasise the relationship between physical health and mental wellbeing

Primary sex education taught in year 5 and/or year 6 will be taught in line with the National Curriculum for science, and focus on:

- The main external body parts
- The human body as it grows from birth to old age (including puberty)
- Reproduction in some plants and animals
- How a baby is conceived (in line with the factual curriculum of conception set out in the science curriculum)

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

Pupils will be introduced to protective and preventative content in a way that does not cause unreasonable alarm and does not appear to normalise risky behaviours or activities. The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

All resources and materials are accessed through the My Happy Mind website. The My Happy Mind curriculum has been chosen with care and consideration for the needs of our children by the Head Teacher and PSHE Lead. All class teachers will review the material before delivering so that they are aware of the content and can ask for further clarification if needed.

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

Pupils will be assessed by their class teacher through a mix of classroom observation and written outcomes in books.

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

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

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 (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is accessible to pupils with SEND
- 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

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the 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

We will make sure that when we consult parents/carers we provide a representative sample of the resources that the school plans to use.

We will ensure that parents/carers are able to view all curriculum materials used to teach RSHE on request.

Parents/carers are not able to veto curriculum content.

We will comply with any applicable copyright laws when sharing resources with parents or carers, and will include a statement that parents agree to as a condition of access that the content should not be copied or shared further except as authorised under copyright law.

7. Use of external organisations and curriculum materials

Whilst the school may work with external organisations to deliver the curriculum, it remains responsible for the content and the way in which pupils are taught.

We will make sure that any agency and any materials used are accurate, age and stage-appropriate, and unbiased and in line with our legal duties around political impartiality.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:
    - Are age-appropriate
    - Are in line with pupils' developmental stage
    - Are accessible for all pupils, including those with SEND
    - Are sensitive to pupils' needs
    - Comply with:
        - 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 and lesson plans that the agency may use
- Know the named individuals who will be there, check the credentials of the visitor and/or visiting organisation, and follow our usual safeguarding procedures for these people
- Make sure the visitor understands and agrees in advance:
    - How confidentiality will work in any lesson
    - How safeguarding reports should be dealt with, in line with our school policies
- 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
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers
- Consult parents/carers on the content of external resources on the topic of biological sex and gender reassignment in advance and make all materials available to them on request
- Avoid materials that use cartoons or diagrams that oversimplify the topics of biological sex and gender reassignment, that could be interpreted as being aimed at younger children, or that perpetuate stereotypes or encourage pupils to question their gender

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
- Work with agencies who don't allow their material to be shared with parents and carers. The school will communicate to agencies that it is legally obliged to have regard to the expectation that all content can be shared with parents and carers

8. Roles and responsibilities

8.1 The governing board

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

The governing board will ensure that:

- All pupils make progress in achieving the expected educational outcomes • teaching is accessible to all pupils with SEND
- Curriculum content and teaching materials are aligned with the guidance
- Clear information is provided for parents on the subject content, teaching materials and external providers, and on the right to request that their child is withdrawn from sex education

8.2 The headteacher

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

8.3 Staff

Staff are responsible for:

- Delivering RSHE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSHE
- 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 RSHE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny/misandry, homophobia, biphoboia, sexual violence/harassment, derogatory behaviour and stereotypes
- Where misogynistic ideas are expressed at school, challenging the ideas, rather than the person expressing them
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL), Natalie Bartlett.

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher. The lead for RSHE is Helen Ball.

8.4 Pupils

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

9. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships and health education.

Parents/carers have the right to withdraw their child from the non-statutory/non-science components of sex education within RSHE – the headteacher will grant all requests to withdraw a pupil from the non-statutory/non-science parts of sex education.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative schoolwork will be given to pupils who are withdrawn from sex education.

10. Training

Staff are trained on the delivery of RSHE 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 nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

11. Monitoring arrangements

The delivery of RSHE is monitored by Helen Ball (PSHE Lead) through:

- Planning looks
- Learning walks
- Book looks
- Pupil voice
- Staff voice

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

This policy will be reviewed by the Head Teacher annually. At every review, the policy will be approved by the governing board.

Appendix 1: Curriculum map

Relationships, sex and health education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Nursery		My Happy Body - Be increasingly independent in meeting their own care needs. - Make healthy choices about food, drink, activity and toothbrushing. - Increasingly follow rules, understanding why they are important - Remember rules without needing an adult to remind them	
Nursery		My Happy Relationships - Become more outgoing with unfamiliar people, in the safe context of their setting - Show more confidence in new social situations. - Play with one or more other children, extending and elaborating play ideas. - Find solutions to conflicts and rivalries. - Develop appropriate ways of being assertive. - Talk with others to solve conflicts	
Reception		My Happy Body - Manage their own personal hygiene needs. - Know and talk about the different factors that support their overall health and well-being: regular physical activity, healthy eating, teeth brushing, sensible amounts of 'screen time' and having a good sleep routine. - Know and talk about the different factors that support their overall health and well-being: Being a safe pedestrian.	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Reception		My Happy Relationships - Build constructive and respectful relationships. - Continue developing positive attitudes about the differences between people. - Express their feelings and consider the feelings of others. - Show resilience and perseverance in the face of challenges. - Identify and moderate their own feelings socially and emotionally. - Think about the perspectives of others.	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Key Stage One			

Section 1: Relationships (Sex) and Health Education (RSHE)

Objectives		myHappymind	Families and Trusted Relationships Lesson 1	Families and Trusted Relationships Lesson 2
Families				
Relationships Education: Families and people who care for me	1. What a family is and who is in our family. **F1 F2**	**Appreciate Year 1** Lesson 2, 3 **Appreciate Year 2** Lesson 1	✓	
Relationships Education: Families and people who care for me	2. That there are different types of family, and that everyone's family is unique and special. **F3**		✓	
Relationships Education: Families and people who care for me	3. How families show love and care, and different ways they can spend time together and share each other's lives. **F2 F4**	**Relate Year 1** Lesson 1 **Realte Year 2** Lesson 1	✓	
Relationships Education: Families and people who care for me	4. What to do if anything about family life is upsetting or concerning. **F6**	**Relate Year 1** Lesson 3		✓

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES

Section 1: Relationships (Sex) and Health Education (RSHE)

Objectives		myHappymind	Families and Trusted Relationships Lesson 2	Friendships and Showing Respect Lesson 1	Friendships and Showing Respect Lesson 2
Friendships					
Relationships Education: Caring friendships	1. What friendship is and what makes a good friend. **CF1 CF2 CF4**	**Relate Year 1** Lesson 1, 2 **Relate Year 2** Lesson 1, 2, 3		✓	
Relationships Education: Caring friendships	2. How people make friends and how to be kind and caring in friendships. **CF1 CF2**	**Relate Year 1** Lesson 1, 2 **Relate Year 2** Lesson 1, 2, 3		✓	
Relationships Education: Caring friendships Respectful, kind relationships	3. That friends can argue, and they can also make up. **CF5 RKR3**	**Relate Year 1** Lesson 2,3,4			✓
Relationships Education: Caring friendships Respectful, kind relationships	4. Simple ways to resolve arguments between friends positively; that physically hurting someone is never the right way to solve an argument. **CF6 RKR3**	**Relate Year 1** Lesson 2,3,4			✓
Relationships Education: Caring friendships	5. How to ask for help if a friendship is making them feel unhappy. **CF7**	**Relate Year 2** Lesson 4	✓		✓

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES

Section 1: Relationships (Sex) and Health Education (RSHE)

Objectives		myHappymind	Friendships and Showing Respect Lesson 1	Friendships and Showing Respect Lesson 2	Families and Trusted Relationships Lesson 2	Changing and Growing Lesson 1	Changing and Growing (Grief) Lesson 2	Changing and Growing (Transition) Lesson 4
Respecting self and others								
Relationships Education: Respectful, kind relationships	1. What makes them unique and special; how they are the same as, and different to, others; about the different groups they are part of, and how this can contribute to a sense of belonging **RKR8 RKR10**	**Celebrate Year 1** Lesson 4 **Relate Year 1** Lesson 1 **Celebrate Year 2** Lesson 1, 4 **Relate Year 2** Lesson 1	✓	✓				
Relationships Education: Respectful, kind relationships	2. That they have likes, dislikes and needs; why it is important to understand that not everyone likes, dislikes and needs the same things **RKR1**	**Celebrate Year 1** Lesson 1 **Celebrate Year 2** Lesson 1				✓		✓
Relationships Education: Respectful, kind relationships	3. How to respectfully express their likes, dislikes and needs, and listen to other people **RKR3 RKR5**	All 'Time to chat' sections are desgined to also encourage listening to others.	✓				✓	✓
Relationships Education: Respectful, kind relationships	4. Ways to show politeness and respect **RKR7**	**Relate Year 1** Lesson 2, 3 **Relate Year 2** Lesson 3, 4	✓	✓	✓			
Relationships Education: Respectful, kind relationships	5. How to play cooperatively; what they can do if they feel upset or angry with someone **RKR3 RKR6**	**Relate Year 1** Lesson 2, 3 **Relate Year 2** Lesson 3, 4	✓					
Relationships Education: Caring friendships	6. How to share, take turns and include others **CF2**	**Relate Year 1** Lesson 2, 3 **Relate Year 2** Lesson 3, 4	✓					

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES

Section 1: Relationships (Sex) and Health Education (RSHE)

Objectives		myHappymind	Friendships and Showing Respect Lesson 1	Friendships and Showing Respect Lesson 2	Families and Trusted Relationships Lesson 2	Friendships and Showing Respect (Bullying) Lesson 3
Respecting self and others (continued)						
Relationships Education: Respectful, kind relationships	7. About kind and unkind behaviour; that someone's actions and words can be hurtful **RKR3 RKR9**	**Relate Year 1** Lesson 1 **Relate Year 2** Lesson 3	✓	✓	✓	
Relationships Education: Respectful, kind relationships **Health Education:** General wellbeing	8. How to recognise bullying; how people may feel if they experience hurtful behaviour or bullying; the importance of telling an adult if they experience or witness bullying **RKR9 GW7**	**Meet Your Brain Year 2** Lesson 3	✓			✓
Relationships Education: Respectful, kind relationships	9. How to identify people they can tell, and get help from, if they are worried, upset, uncomfortable or unsure about relationships or someone's behaviour, and why it is important to do so **RKR11**	Throughout myHappymind, children are encouraged to share their worries or concerns with trusted adults.			✓	✓

Section 1: Relationships (Sex) and Health Education (RSHE)

Objectives		Changing and Growing (My Amazing Body) Lesson 3	Changing and Growing (Transition) Lesson 4	Families and Trusted Relationships Lesson 2	Safe Relationships Lesson 1	Safe Relationships Lesson 2	Online Safety Lesson 1
Safe relationships: consent, boundaries and trust							
Relationships Education: Being safe	1. When to ask for permission and when others should ask for theirs, e.g. during play or when negotiating shared space, toys and resources; how to give or not give permission clearly and respectfully **BS1**				✓		
Relationships Education: Being safe **Health Education:** Developing bodies	2.That everyone's body belongs to them; simple rules to protect privacy, recognise safe and unsafe touch, assert boundaries, and who to tell if concerned e.g. Talk PANTS rule from NSPCC **DB2 BS2 BS3**	✓				✓	
Health Education: Developing bodies	3. That some parts of the body are private; to be able to name these private parts of the body (e.g. penis, testicles, scrotum, nipples, vulva, vagina) **DB2**	✓					
Relationships Education: Being safe	4. Basic strategies for resisting pressure to do something they don't want to do, that makes them uncomfortable, or that might be unsafe **BS4 BS5 BS6**				✓	✓	
Relationships Education: Being safe Respectful, kind relationships	5. What is meant by a 'trusted adult' (i.e., someone they know who makes them feel safe, listened to and cared for); how to ask for help from a trusted adult **BS5 RKR11**		✓	✓			
Relationships Education: Being safe Respectful, kind relationships	6. To distinguish between trusted adults who are familiar to them, adults they recognise in the community, and adults they don't know **RKR11 BS4 BS5**			✓		✓	✓
Relationships Education: Being safe	7.About the importance of not keeping adults' secrets (only happy surprises), and of telling a trusted adult about any secrets that make them feel uncomfortable, worried, embarrassed, or unsafe **BS2 BS6**				✓		
Relationships Education: Being safe Respectful, kind relationships	8. What to do if they feel unsafe or worried for themselves or others; who and how to ask for help; the importance of keeping trying until they are heard **RKR11 BS6 BS7**		✓	✓			

Section 1: Relationships (Sex) and Health Education (RSHE)

Objectives		myHappymind	myHappymind Places	Healthy Choices Lesson 1	Changing and growing (Grief) Lesson 2
Mental health and wellbeing					
Health Education: General wellbeing	1. How to notice and name a range of feelings in themselves and others, such as happiness, excitement, anger and sadness; that feelings can be felt more, or less, strongly **GW3 GW4 GW5**	**Meet Your Brain Year 1** Lesson 3, 4, 5 **Meet Your Brain Year 2** Lesson 3	✓		
Health Education: General wellbeing	2. That being aware of their thoughts and feelings can help someone to manage them and is an important part of keeping healthy and well **GW2 GW4**	**Meet Your Brain Year 1** Lesson 3, 4, 5 **Meet Your Brain Year 2** Lesson 3	✓		
Relationships Education: Respectful, kind relationships **Health Education:** General wellbeing	3. That someone's feelings can affect how they behave; ways to manage strong feelings, reactions and responses **GW5 RKR3**	**Meet Your Brain Year 1** Lesson 2, 5 **Meet Your Brain Year 2** Lesson 1, 3, 5		✓	
Health Education: General wellbeing	4. About things that can help people feel good (e.g. playing outside, being in nature, physical activity, doing things they enjoy, spending time with family and friends, getting enough sleep) **GW1**	**Appreciate Year 1** Lesson 3 **Appreciate Year 2** Lesson 2	✓		✓
Health Education: General wellbeing	5. Simple strategies to manage distraction, unhelpful thoughts and strong, unpleasant or uncomfortable feelings; that the brain can get better at remembering how to use these strategies **GW1 GW5**		✓		

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES

Section 1: Relationships (Sex) and Health Education (RSHE)

Objectives		myHappymind	myHappymind Places	Changing and Growing (Grief) Lesson 2	Changing and Growing (Transition) Lesson 4
Mental health and wellbeing (continued)					
Health Education: General wellbeing	6. About different kinds of change and loss (including death); how change and loss can affect people and who can help **GW8**	**Meet Your Brain Year 2** Lesson 2		✓	
Health Education: General wellbeing	7. About preparing to move to a new class or year group and how to manage feelings during times of change **GW3 GW8**		✓		✓
Health Education: General wellbeing	8. Who they can talk to if finding things difficult, or needing help with feelings (including adults in school) and how to ask for help **GW9**	**Meet Your Brain Year 1** Lesson 1, 2 **Meet Your Brain Year 2** Lesson 1 Throughout myHappymind, children are encouraged to share their concerns and worries with a trusted adult.	✓		

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES

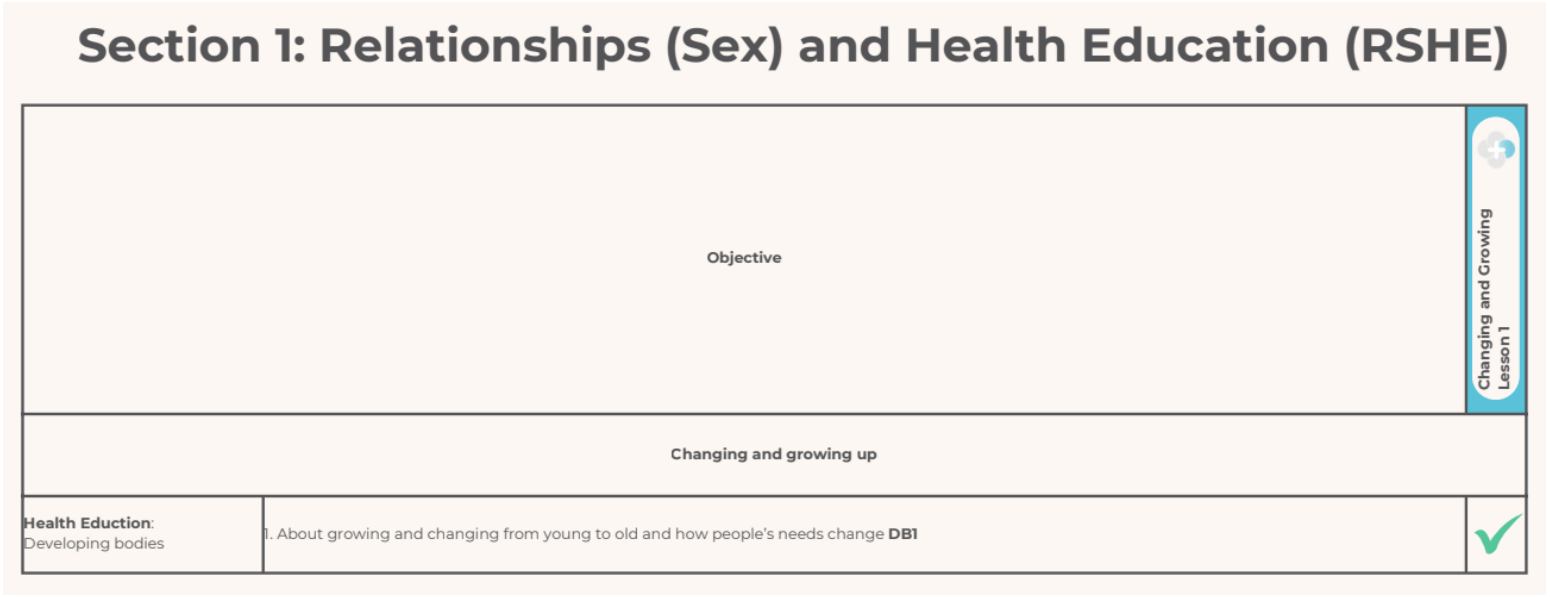
Section 1: Relationships (Sex) and Health Education (RSHE)

Objectives		myHappymind	Healthy Choices Lesson 1	Healthy Choices Lesson 2	Safe Choices Lesson 2
Keeping healthy and well					
Health Education: Health protection and prevention Personal health and fitness	1. People who help us stay healthy and who can help if feeling unwell or hurt **HPP4 HPP1 PHF4**	**Meet Your Brain Year 1** Lesson 1, 4 **Meet Your Brain Year 2** Lesson 1, 3		✓	
Health Education: Health protection and prevention	2.How to brush teeth correctly; about visiting the dentist and how food and drink choices affect dental health **HPP4**			✓	
Health Education: Health protection and prevention	3. How to keep safe and well in the sun and protect skin from sun damage **HPP2**				✓
Health Education: Health protection and prevention	4. Why sleep is important; bedtime routines and ways to rest and relax **HPP3**	**Meet Your Brain Year 1** Lesson 1, 3	✓		
Health Education: Health protection and prevention	5. Simple hygiene routines that can stop germs from spreading **HPP5**			✓	
Health Education: Health protection and prevention Personal health and fitness	6. Who to talk to if they are worried about their health **PHF4**			✓	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES

Section 1: Relationships (Sex) and Health Education (RSHE)

Objectives		myHappymind	Healthy Choices Lesson 1	Healthy Choices Lesson 2	Safe Choices Lesson 1	Safe Choices Lesson 2
Physical activity and nutrition						
Health Education: Personal health and fitness	1. What being healthy means and how physical activity helps people to stay healthy **PHF1**		✓			
Health Education: Personal health and fitness	2. Ways to be physically active every day **PHF2**			✓		
Health Education: Healthy eating	3. That there are different types of food and drink, with different tastes and textures, and people enjoy different foods **HE2**		✓			
Health Education: Healthy eating	4. That people often share food together, e.g. during mealtimes or special occasions **HE2 HE3**		✓			
Health Education: Healthy eating	5. That food and drink come from different sources (e.g. eggs from chickens, fruit from trees/plants) and how some foods can be changed (e.g. grains into bread) before they are eaten or drunk **HE1 HE4**		✓			
Health Education: Healthy eating	6. That what someone eats and drinks can affect their health; about food and drink that support good health, the importance of eating a range of foods, the effects of consuming too much sugar; who to talk to if worried about what they eat and drink **HE1 HE4**			✓		
Health Education: Healthy eating	7. When and how children can make choices about what they eat and drink and who can help them make healthier choices **HE2**		✓			

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
			

Section 1: Relationships (Sex) and Health Education (RSHE)

	Objectives	Safe Choices Lesson 1	Safe Choices Lesson 2	Protecting Our Communities Lesson 2
Personal safety and first aid				
Health Education: Personal safety	1. What rules are, some basic safety rules and how different rules can help to keep people safe in different situations. **PS1**	✓		
Health Education: Personal safety	2. How to recognise potentially harmful or hazardous situations in everyday life, including at home. **PS1**	✓	✓	
Health Education: Personal safety	3. Ways to keep safe when out and about, e.g. near railways, on the street and in busy places. **PS2**		✓	
Health Education: Personal safety	4. How to cross the road safely with adult support. **PS2**		✓	
Health Education: Personal safety	5. How to keep safe around water, using the water safety code. **PS2**		✓	
Relationships Education: Being safe	6. About the people whose job it is to help keep children safe and how to get help from an adult if there is an accident or emergency. **BS4 BS7**		✓	✓
Health Education: Basic first aid	7. How to dial 999 in an emergency (including from a locked mobile phone), and what to say. **BFA1**		✓	

Section 1: Relationships (Sex) and Health Education (RSHE)

Objectives		myHappy mind	Safe Choices Lesson 1	Friendships and Showing Respect (Bullying) Lesson 3	Friendships and Showing Respect Lesson 1	Online Safety Lesson 1
Online life and safety						
	1. Different ways people use the internet in everyday life **WO1**					✓
	2. That not everything on the internet is true or real **WO7**					✓
	3. How the internet and digital devices can be used to safely and respectfully communicate with others **WO2 WO4 OSA1**					✓
	4. That it is important to be kind online; that people's feelings can be hurt by unkindness online **OSA1**				✓	✓
	5. That sometimes people may behave differently online, including by pretending to be someone they're not or saying things that aren't true **OSA2**			✓	✓	
	6. Basic rules to keep safe online, including which personal details should be kept private online; that anything shared online can be used or shared by other people. **WO10 OSA4 OSA5**		✓			✓
	7. How rules and age restrictions help protect children's wellbeing online; why it's important to limit time on, and take breaks from, digital devices. **WO3 WO5 OSA3**	**Engage Year 2** Lesson 3				✓

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES

Section 1: Relationships (Sex) and Health Education (RSHE)

Objectives		myHappymind	Friendships and Showing Respect (Bullying) Lesson 3	Safe Choices Lesson 1	Online Safety Lesson 1
Online life and safety					
Health Education: Wellbeing online	8. Some benefits and risks of watching videos or playing games online. **WO6 WO7**		✓		
Health Education: Wellbeing online	9. That not everything on the internet is true or real. **WO7**	**Engage Year 2** Lesson 3			✓
Health Education: Wellbeing online	10. How to tell a trusted adult if they have worries about something online. **WO11**				✓

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES

Section 1: Relationships (Sex) and Health Education (RSHE)

Objectives		Safe Choices Lesson 1	Safe Choices Lesson 2
Drug education			
Health Education: Health protection and prevention	1. That medicines can help people to stay healthy or feel better if they are unwell. **HPP6**	✓	✓
Health Education: Drugs, alcohol, tabacco and vaping	2. That some things that go into or onto bodies can be harmful and how we might know if something is harmful. **DATV1**	✓	
Health Education: Drugs, alcohol, tabacco and vaping	3.To recognise risk in relation to medicines, cleaning fluids and other potentially harmful products that might be in the home; what to do and who to tell if they think they are at risk. **DATV1**	✓	

Key Stage Two

Section 1: Relationships (Sex) and Health Education (RSHE)

Objectives		myHappymind	Families and Trusted Relationships Lesson 1	Changing and Growing (Grief) Lesson 2	myHappymind	Families and Trusted Relationships Lesson 1	Changing and Growing (Grief) Lesson 2
Families		**LKS2**			**UKS2**		
Relationships Education: Families and people who care for me	1. How and why families differ (e.g. with or without children, single parents, LGBT+ parents, blended families, adoption and fostering), and that all families should be respected. **F3**		✓			✓	
Relationships Education: Families and people who care for me	2. That families should provide love, care, protection, and safety for children as they grow up. **F1 F2 F4**	**Relate Year 3** Lesson 1, 4 **Appreciate Year 3** Lesson 4 **Appreciate Year 4** Lesson 4	✓		**Celebrate Year 5** Lesson 1 **Appreciate Year 5** Lesson 4 **Relate Year 5** Lesson 4 **Relate Year 6** Lesson 1	✓	
Relationships Education: Families and people who care for me	3. That there are different types of relationships (e.g. friendships, family and romantic relationships); about committed, stable relationships, including marriage and civil partnerships. **F4 F5**	**Relate Year 3** Lesson 4				✓	
Relationships Education: Families and people who care for me	4. That families can go through changes (e.g. new siblings, moving home) and experience difficult times, and can support each other through these. **F2**			✓			✓
Relationships Education: Families and people who care for me	5. What to do and who to talk to if someone is worried about their family or feels unsafe. **F6**	**Relate Year 3** All Lessons **Relate Year 4** All Lessons	✓		**Meet Your Brain Year 5** All Lessons **Meet Your Brain Year 6** All Lessons **Relate Year 5** All Lessons **Relate Year 6** All Lessons	✓	

Section 1: Relationships (Sex) and Health Education (RSHE)

Objectives		myHappymind	Friendships and Showing Respect Lesson 1	myHappymind Places	myHappymind	Friendships and Showing Respect Lesson 1	myHappymind Places
Friendships		**LKS2**			**UKS2**		
Relationships Education: Caring friendships	6. About the importance of friendships; that positive friendships support wellbeing. **CF1**	**Appreciate Year 3** Lesson 4 **All Relate Lessons**	✓		**All Relate Lessons**	✓	
Relationships Education: Caring friendships Respectful, kind relationships	7. What constitutes a positive, healthy friendship (e.g. mutual respect, trust, kindness, generosity, sharing interests, enjoying being together, and support with problems and difficulties); that truthfulness and loyalty are also part of this, but when these might be less appropriate. **CF2 CF4 RKR2**	**Appreciate Year 3** Lesson 4	✓		**Relate Year 5** Lesson 4 **Relate Year 6,** Lesson 1	✓	
Relationships Education: Caring friendships	8. How people choose and make friends; skills for building caring, kind friendships (e.g. mutual support, listening, respecting boundaries, celebrating friends' successes). **CF1 CF2**	**All Relate Lessons**	✓		**Relate Year 5** All lessons RelateYear 6 All lessons	✓	
Relationships Education: Caring friendships Respectful, kind relationships	9. That healthy friendships are not controlling or possessive; that everyone can have more than one friend, and that having different friends can bring different positive experiences. **CF1 RKR4 RKR2**		✓			✓	
Relationships Education: Caring friendships **Relationships Education:** General Wellbeing	10. That healthy friendships make people feel included, safe and happy; how to recognise when they or others feel lonely or excluded; strategies to include others; the importance of seeking support if feeling lonely or excluded. **CF1 CF3 CF4 GW6**	**Meet Your Brain Year 3** All Lessons **Meet Your Brain Year 4** All Lessons **Relate Year 3** All Lessons **Relate Year 4** All Lessons	✓	✓	**Meet Your Brain Year 5** All Lessons **Meet Your Brain Year 6** All Lessons **Relate Year 5** All Lessons **Relate Year 6** All Lessons		✓
Relationships Education: Caring friendships	11. Strategies for recognising and managing peer influence and the desire for peer approval in friendships. **CF2**		✓			✓	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES

Section 1: Relationships (Sex) and Health Education (RSHE)

Objectives		myHappymind	Friendships and Showing Respect Lesson 1	myHappymind	Friendships and Showing Respect Lesson 1	myHappymind Places
Friendships		LKS2		UKS2		
Relationships Education: Respectful, kind relationships	12. About balancing the needs and wishes of different people, e.g. in families or friendships; the importance of balancing their own needs with being kind to others. **RKR1 RKR4**			**Relate Year 5** Lesson 2, 3 **Relate Year 6** All lessons	✓	
Relationships Education: Caring friendships	13. That friendships have ups and downs and can change over time; that working through differences can sometimes strengthen friendships. **CF5**		✓	**Relate Year 5** Lesson 3,4 **Relate Year 6** Lesson 1	✓	
Relationships Education: Caring friendships	14. How to recognise if a friendship is making them feel unsafe, unhappy, or uncomfortable; how to manage this and ask for help if necessary. **CF7**			**Relate Year 5** Lesson 1, 2 **Relate Year 6** Lesson 1	✓	✓

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES

Section 1: Relationships (Sex) and Health Education (RSHE)

Objectives		myHappymind	myHappymind Places	Friendships and Showing Respect (Bullying) Lesson 2	Protecting Our Communities Lesson 1	Protecting Our Communities Lesson 2	myHappymind	Friendships and Showing Respect (Bullying) Lesson 2	Protecting Our Communities Lesson 1	Protecting Our Communities Lesson 2
Respecting self and others		LKS2					UKS2			
Relationships Education: Respectful, kind relationships **Health Education:** General Wellbeing	1.The shared responsibilities everyone has to care for other people and living things; how to show respect, care and concern for others. **RKR1 RKR6 GW1**	**Appreciate Year 3** Lesson 2, 3, 4 **Appreciate Year 4** Lesson 2, 3, 4			✓		**Appreciate Year 5** Lesson 2, 4 **Relate Year 5** Lesson 2, 3, 4 **Relate Year 6** All lessons			✓
Relationships Education: Respectful, kind relationships	2.About diversity, personal identity and self-respect; what contributes to who someone is (e.g. culture, ethnicity, family, faith, hobbies, likes/dislikes), the benefits of living in a diverse community and that everyone should be treated with respect. **RKR5 RKR8**	**Celebrate Year 3** All Lessons **Celebrate Year 4** All Lessons **Relate Year 3** All Lessons **Relate Year 4** All Lessons	✓	✓		✓	**Celebrate Year 5** All Lessons **Celebrate Year 5** All Lessons **Relate Year 5** Lessons 1, 2, 3 **Relate Year 6** Lesson 2		✓	✓
Relationships Education: Respectful, kind relationships	3.How courtesy and manners can be used to show respect; that different cultures can use different customs and behaviours to show courtesy; to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to their own. **RKR5 RKR7**	**Celebrate Year 3** All Lessons **Celebrate Year 4** All Lessons **Relate Year 3** All Lessons **Relate Year 4** All Lessons		✓		✓	**Celebrate Year 5** All Lessons **Celebrate Year 6** All Lessons **Relate Year 5** Lesson 4 **Relate Year 6** Lesson 1	✓		
Relationships Education: Respectful, kind relationships	4.How to communicate effectively and assertively, including expressing needs and boundaries; how being assertive differs from being controlling. **RKR3 RKR4**			✓				✓		

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES

Section 1: Relationships (Sex) and Health Education (RSHE)

Objectives		myHappymind	myHappymind Places	Friendships and Showing Respect Lesson 1	Friendships and Showing Respect (Bullying) Lesson 2	myHappymind	myHappymind Places	Friendships and Showing Respect (Bullying) Lesson 2	Protecting Our Communities Lesson 3
Respecting self and others continued...		**LKS2**				**UKS2**			
Relationships Education: Caring friendships Respectful, kind relationships	5.Ways to reconcile differences and conflict positively and safely, including avoiding physical aggression and finding a compromise. **CF6 RKR3**	**Relate Year 3** Lessons 1,2 **Relate Year 4** Lesson 1, 2,4	✓	✓		**Meet Your Brain Year 5** All Lessons **Meet Your Brain Year 6** All Lessons **Relate Year 5** Lesson 1, 2,4 **Relate Year 6** Lesson 1	✓		
Relationships Education: Respectful, kind relationships	6.How to respond to situations where they experience disappointment or frustration with others. **RKR3**	**Relate Year 3** Lessons 1,2 **Relate Year 4** Lesson 1, 2		✓					
Health Education: General Wellbeing Wellbeing online **Relationships Education:** Respectful, kind relationships	7.About different types of bullying, how bullying behaviours can be influenced by others and what to do if witnessing bullying online or offline; the impacts for all involved (including on wellbeing) and how to report and seek help for themselves or others. **GW7 RKR9 WO8**				✓			✓	
Relationships Education: Respectful, kind relationships	8.What stereotypes are and how they can be unfair; how stereotypes can negatively influence behaviours and attitudes towards others, including leading to bullying; strategies for challenging stereotypes. **RKR10**								✓
Relationships Education: Respectful, kind relationships	9.About prejudice and discrimination; to recognise behaviours that discriminate against others; ways of responding to discrimination, including when and how to seek help. **RKR5 RKR6 RKR10**							✓	✓

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES

Section 1: Relationships (Sex) and Health Education (RSHE)

Objectives		myHappymind	Changing and Growing (Our Bodies Growing Up)	Safe Relationships Lesson 1	myHappymind	Changing and Growing (The Big Change)	Changing and Growing (Reproduction)	Safe Relationships Lesson 1
Safe relationships: consent, boundaries and trust		**LKS2**			**UKS2**			
Relationships Education: Being Safe	1.The difference between public and private; why something might be private, and when children and adults have a right to privacy. **BS2**							✓
Relationships Education: Being Safe (Sex Education)	2.About seeking and giving/not giving permission (consent) in different situations with friends, peers and adults. **BS1 BS3**			✓		✓		✓
Relationships Education: Being Safe Respectful, kind relationships	3.What is meant by boundaries; how to set and communicate appropriate boundaries in friendships and other relationships; the importance of respecting others' boundaries. **BS1 RKR2**			✓				✓
Health Education: Developing Bodies	4.About parts of the body that are private; that other people's bodies belong to them and should be respected; how to express boundaries about these body parts. **DB2**		✓			✓		
Relationships Education: Being Safe	5.How to identify acceptable/appropriate physical contact, and how to tell if physical contact is inappropriate (e.g. contact or touch that makes them feel uncomfortable, worried, confused, embarrassed, hurt or unsafe); how to respond to inappropriate or unwanted physical contact, including who to tell. **BS3**		✓	✓		✓	✓	✓

Section 1: Relationships (Sex) and Health Education (RSHE)

Objectives		myHappymind	Safe Relationships Lesson 1	Changing and Growing (Our Bodies Growing Up)	myHappymind	Safe Relationships Lesson 1	Safe Relationships Year 6 (FGM)
Safe relationships: consent, boundaries and trust continued...		LKS2			UKS2		
Relationships Education: Being safe Caring friendships	6.How to recognise pressure from others to do something that is unsafe or makes them feel uncomfortable, and strategies for managing that. **BS5 CF7**		✓	✓		✓	
Relationships Education: Being safe	7.About keeping something confidential or secret, when this should not be agreed to, and when it is right to break a confidence or share a secret; who and how to tell about secrets that make them feel uncomfortable, worried or unsafe. **BS2**					✓	
Relationships Education: Being safe Online safety and awearness	8.Different ways to respond safely and appropriately to adults who are known or unknown to them, in a range of contexts; who to talk to if feeling uneasy about, or unsafe around, any adult. **BS4 BS6 OSA2**					✓	
Relationships Education: Being safe	9.That some relationships can be harmful, dangerous or abusive; how to recognise signs that a relationship may be harmful, dangerous or abusive, and how to report abuse. **BS5 BS6**					✓	
Relationships Education: Being safe Families and people who care for me **Health Education:** Developing bodies	10.That female genital mutilation (FGM) is against British law; what to do and who to tell if they think they or someone they know might be at risk. **BS2 BS3 BS6 F6 DB2**						✓
Relationships Education: Being Safe Respectful, kind relationships	11. How to identify trusted adults, and other sources of support and advice, in different contexts; the vocabulary and skills needed to seek help if they are concerned about their own or others' safety or if they feel worried, upset or frightened about something, including violence or harm; how to keep trying until they are heard. **BS5 BS6 BS7 RKR11**					✓	

Section 1: Relationships (Sex) and Health Education (RSHE)

Objectives		myHappymind	myHappymind Places	Healthy Choices Lesson 2	Friendships and Showing Respect Lesson 1	Protecting Our Communities Lesson 2	myHappymind	myHappymind Places
Mental health and wellbeing		**LKS2**					**UKS2**	
Health Education: General Wellbeing	1.The importance of taking care of mental health and wellbeing, as well as physical health. **GW2**	**All myHappymind Modules**	✓				**All myHappymind Modules**	✓
Health Education: General Wellbeing	2.How to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time. **GW3 GW4 GW5**	**All myHappymind Modules**	✓				**Meet Your Brain Year 5** All Lessons **Meet Your Brain Year 6** All Lessons	✓
Health Education: General Wellbeing	3.About everyday behaviours that help maintain wellbeing (e.g. rest, quality sleep, physical activity, time outdoors and in nature, activities and hobbies, balanced diet, involvement in community groups, doing things for others, time with family and friends). **GW1**	**All myHappymind Modules**	✓	✓	✓	✓	**All myHappymind Modules**	✓
Health Education: General Wellbeing	4.How feelings can impact people's behaviour and how they respond to others; skills to manage strong emotions, reactivity and responses. **GW5**	**Meet Your Brain Year 3** All Lessons **Meet Your Brain Year 4** All Lessons	✓		✓		**Meet Your Brain Year 5** All Lessons **Meet Your Brain Year 6** All Lessons	✓
Health Education: General Wellbeing	5.How to direct attention and manage distractions to support mental health and wellbeing. **GW1**			✓				✓
Health Education: General Wellbeing	6.Self-regulation strategies and how to use them to manage feelings, thoughts, setbacks and responses in different situations. **GW1**	**Meet Your Brain Year 3** All Lessons **Meet Your Brain Year 4** All Lessons	✓				**Meet Your Brain Year 5** All Lessons **Meet Your Brain Year 6** All Lessons	✓

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES

Section 1: Relationships (Sex) and Health Education (RSHE)

Objectives		myHappymind	myHappymind Places	Friendships and Showing Respect Lesson 2	Changing and Growing (Grief) Lesson 2	Changing and Growing (Transition) Lesson 2	myHappymind	myHappymind Places	Changing and Growing (Grief) Lesson 2	Changing and Growing (Transition) Lesson 5
Mental health and wellbeing continued...		**LKS2**					**UKS2**			
Health Education: General Wellbeing	7.That when someone practises self-regulation strategies, over time their brain will help them to use these strategies automatically and effectively. GW1		✓					✓		
Health Education: General Wellbeing	8.How to manage emotional responses to events outside of their control (e.g. climate change or distressing events). **GW5**			✓						
Health Education: General Wellbeing **Relationships Education:** Caring Friendships	9.That everyone feels worried, lonely or sad sometimes and that these feelings can affect wellbeing; the benefits of speaking to someone if feeling lonely, worried or sad. **GW3 GW6 CF3**	**All myHappymind Modules**	✓				**All myHappymind Modules**	✓		
Health Education: General Wellbeing	10.If unpleasant thoughts and feelings are strong, last a long time, or cause problems that affect daily wellbeing (e.g. by making it difficult to do important things, such as learning or playing), this can be a sign of a mental health difficulty, and there is support available to help people manage this. **GW10**		✓					✓		
Health Education: General Wellbeing	11. About change, loss and grief, including bereavement; that people feel, express, and manage grief in different ways; strategies that can help with change, loss and grief. **GW8**		✓		✓		**Year 6** Transition	✓	✓	
Health Education: General Wellbeing	12. About preparing for the opportunities and challenges of moving to a new class or school, including managing thoughts and feelings associated with transition. **GW8**		✓			✓	**Year 6** Transition **Be Your Best**	✓		✓
Health Education: General Wellbeing	13.When, why, and how to seek help for their own or others' wellbeing or mental health; who they can speak to at home and in school. **GW9 GW10**		✓				**Year 6** Transition	✓		

Section 1: Relationships (Sex) and Health Education (RSHE)

Objectives		myHappymind	Healthy Choices Lesson 2	myHappymind	Healthy Choices Lesson 1	Healthy Choices Lesson 2	Safe Choices (Drug Education) Lesson 1
Keeping healthy and well		**LKS2**		**UKS2**			
Health Education: Health protection and prevention	1. How to maintain good oral hygiene (including correct brushing and cleaning between teeth); why regular visits to the dentist are essential; the impact of lifestyle choices on dental health. **HPP4**				✓	✓	✓
Health Education: Health protection and prevention	2.About the benefits and risks of sun exposure (including sun damage, heat stroke and skin cancer); how to keep safe and well in the sun and cool during heatwaves. **HPP2**					✓	
Health Education: Health protection and prevention	3. How sleep quality and quantity support a healthy lifestyle; the effects of lack of sleep on the body, feelings, behaviour, and ability to learn, and routines for good quality sleep. **HPP3**	**All myHappymind Modules**	✓	**Meet Your Brain Year 5** All Lessons **Meet Your Brain Year 6** All Lessons			
Health Education: Health protection and prevention	4. Why and how to maintain personal hygiene; about bacteria and viruses and ways to limit the spread of infection (e.g. hygiene routines, vaccination, immunisation). **HPP5 HPP6**				✓	✓	
Health Education: Health protection and prevention	5. The role of adults and medical professionals in supporting children's health; how to recognise early signs of illness and who to talk to if worried about their health. **HPP1**				✓		

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES

Section 1: Relationships (Sex) and Health Education (RSHE)

Objectives		myHappymind	Healthy Choices Lesson 1	Healthy Choices Lesson 2	myHappymind	Healthy Choices Lesson 1	Healthy Choices Lesson 2
Physical activity and nutrition		**LKS2**			**UKS2**		
Health Education: Physical health and fitness	1.What good physical health means; the characteristics of a balanced, healthy lifestyle. **PHF1**	**All myHappymind Modules**	✓		**All myHappymind Modules**	✓	✓
Health Education: Physical health and fitness	2.The benefits of regular physical activity for mental and physical health; how to build moderate and vigorous exercise into daily/weekly routines. **PHF1 PHF2**	**Meet Your Brain Year 3** Lesson 5		✓	**Meet Your Brain Year 5** Lesson 3		
Health Education: Physical health and fitness	3.About choices that support a healthy lifestyle and what might influence these; risks associated with an inactive lifestyle, such as unhealthy weight gain. **PHF3**	**All myHappymind Modules**	✓		**All myHappymind Modules**	✓	
Health Education: Healthy eating	4. The elements of a healthy, balanced diet; foods that should be eaten often or less often, and the benefits of eating a variety of nutritionally rich foods for health and wellbeing. **HE1**		✓				
Health Education: Healthy eating	5. About the effects of different food and drink on the body and the effects of eating a less healthy diet, including ultra-processed foods. **HE4**		✓				

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES

Section 1: Relationships (Sex) and Health Education (RSHE)

Objectives		myHappymind	Healthy Choices Lesson 1	myHappymind	Healthy Choices Lesson 1	Healthy Choices Lesson 2
Physical activity and nutrition continuted...		LKS2		UKS2		
Health Education: Healthy eating	6. How to develop healthier eating and drinking habits and how to manage influences on their choices. **HE1 HE2 HE4**		✓			
Health Education: Healthy eating	7.Some benefits of preparing meals at home; how to plan and prepare healthy meals. **HE3**		✓		✓	
Health Education: Physical health and fitness	8.How and when to speak to adults (including in school) if they are worried about their health. **PHF4**	**All myHappymind Modules**	✓	**All myHappymind Modules**		✓

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES

Section 1: Relationships (Sex) and Health Education (RSHE)

Objectives		myHappymind	Changing and Growing (Our Bodies Growing Up)	Changing and Growing (Period)	myHappymind	Changing and Growing (The Big Change)	Safe Relationships (All Kinds Of Love)
Changing and growing up		**LKS2**			**UKS2**		
Health Education: Developing bodies (Sex Education)	1.The external genitalia and internal reproductive organs in males and females. **DB1 DB2 DB3**		✓			✓	
Health Education: Developing bodies	2.The emotional and physical changes that occur during puberty in both males and females (e.g. mood swings, wet dreams, periods, body hair); strategies to prepare for and manage these changes. **DB1**			✓		✓	
Health Education: Developing bodies	3.That people can develop crushes and be attracted to others romantically; that people may be attracted to someone of the same sex or different sex to them. **DB1 DB3**						✓
Health Education: Developing bodies	4.The facts about the menstrual cycle and menstrual wellbeing, including what period products are available; where to get help and advice for menstrual wellbeing. **DB3**			✓		✓	
Health Education: Developing bodies (Sex Education)	5.About the processes of reproduction and birth as part of the human lifecycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for.					✓	

Section 1: Relationships (Sex) and Health Education (RSHE)

Objectives		myHappymind	Safe Choices Lesson 1	KS2 First Aid Lesson	myHappymind	Protecting Our Communities 1
Personal safety and first aid		**LKS2**			**UKS2**	
Health Education: Personal Safety	1.About the role of rules and laws in keeping people safe. **PS1 PS2**					✓
Health Education: Personal Safety	2. About hazards that may cause harm or injury in the home e.g. fire risks; how to help keep themselves safe, including around electrical appliances. **PS1**		✓			
Health Education: Personal Safety	3.How to predict, assess and manage risk in different situations. **PS1**		✓			
Health Education: Personal Safety	4.Strategies for keeping safe in familiar and unfamiliar places or when travelling with, or without, an adult (e.g. rail, water, road, cycle and firework safety). **PS2**		✓			
Health Education: Basic first aid	5.What is meant by first aid; basic techniques for dealing with common injuries (e.g. bruises, scalds, burns, bleeds). **BFA2**		✓	✓		✓
Health Education: Basic first aid	6.When and how to make a clear and efficient call to the emergency services; that staying safe and reporting incidents are more important than filming them. **BFA1**		✓	✓		✓

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES

Section 1: Relationships (Sex) and Health Education (RSHE)

Objectives		myHappymind	Online Safety Lesson 1	myHappymind	Online Safety Lesson 1	Online Safety Lesson 2
Online life and safety		LKS2		UKS2		
Health Education: Wellbeing online	1. About ways in which the internet can be used both positively and negatively as part of daily life; the advantages and disadvantages of different ways of connecting online. **WO1 WO2**		✓		✓	
Health Education: Wellbeing online	2.About rights and responsibilities online; to recognise their rights online, in relation to sharing personal data, privacy and consent. **WO4 WO10**				✓	
Health Education: Wellbeing online	3. How content on the internet is ranked and targeted at specific individuals and groups; the different ways information and data is shared and used online, including for commercial purposes; how to make safe, reliable choices about search results or the content they see. **WO7 WO9 WO10**					✓
Health Education: Wellbeing online	4.How text and images in the media and online can be manipulated or fabricated; strategies to critically engage with what they see, read or hear online and identify misinformation and disinformation. **WO7 WO9**		✓		✓	✓
Health Education: Wellbeing online	5.What AI is (including generative AI) and where it might be encountered in everyday life. **WO1**		✓			✓

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES

Section 1: Relationships (Sex) and Health Education (RSHE)

Objectives		myHappymind	Online Safety Lesson 1	myHappymind	Online Safety Lesson 1	Online Safety Lesson 2
Online life and safety		LKS2		UKS2		
Health Education: Wellbeing online	6. About ways in which the internet can be used both positively and negatively as part of daily life; the advantages and disadvantages of different ways of connecting online. **WO1 WO2**		✓		✓	✓
Health Education: Wellbeing online	7. About rights and responsibilities online; to recognise their rights online, in relation to sharing personal data, privacy and consent. **WO4 WO10**				✓	
Health Education: Wellbeing online	8. How content on the internet is ranked and targeted at specific individuals and groups; the different ways information and data is shared and used online, including for commercial purposes; how to make safe, reliable choices about search results or the content they see. **WO7 WO9 WO10**					✓
Health Education: Wellbeing online	9.How text and images in the media and online can be manipulated or fabricated; strategies to critically engage with what they see, read or hear online and identify misinformation and disinformation. **WO7 WO9**					✓
Health Education: Wellbeing online	10.What AI is (including generative AI) and where it might be encountered in everyday life. **WO1**		✓			✓

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES

Section 1: Relationships (Sex) and Health Education (RSHE)

Objectives		myHappymind	Online Safety Lesson 1	myHappymind	Online Safety Lesson 1	Online Safety Lesson 2	EcEconomic Wellbeing Money Lesson 1
Online life and safety- Risks, rules and wellbeing online		**LKS2**		**UKS2**			
Health Education: Wellbeing online	11. Reasons for following rules and age restrictions; how rules and age restrictions for some apps, streaming services, films, computer games, online gaming and gambling sites help protect personal safety and promote wellbeing. **WO5**		✓		✓	✓	✓
Health Education: Wellbeing online **Relationships Education:** Online safety and awearness	12. The minimum age requirement for social media; how this protects children from inappropriate content or unsafe contact with other social media users. **OSA3 WO5**					✓	
Health Education: Wellbeing online	13. About the benefits of limiting time spent online and choosing online activities carefully; how to assess the impact of online content, behaviours and habits on their feelings and wellbeing. **WO3**		✓		✓		
Health Education: Wellbeing online	14.How AI chatbots work; similarities and differences between interacting with an AI chatbot and a human, and the implications for wellbeing. **WO2**					✓	
Health Education: Wellbeing online	15. How to assess and manage risks relating to online gaming, including the impact of compulsive gaming on health and wellbeing; the risks relating to video game monetisation and loot boxes, as well as other online financial harms including scams and fraud, and their impact on wellbeing. **WO3 WO6**				✓	✓	
Relationships Education: Online safety and awearness	16.Why and how to use privacy and location settings to protect information. **OSA4**				✓	✓	
Relationships Education: Online safety and awearness	17.Where and how to get help if they feel worried, concerned, upset, embarrassed or frightened about something they have seen or engaged with online. **OSA6**		✓		✓	✓	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES

Section 1: Relationships (Sex) and Health Education (RSHE)

Objectives		myHappymind	Online Safety Lesson 1	Friendships and Showing Respect (Bullying) Lesson 2	myHappymind	Online Safety Lesson 1	Friendships and Showing Respect Lesson 1	Safe relationships Lesson 1	Friendships and Showing Respect (Bullying) Lesson 2
Online life and safety- Safe and respectful behaviour online		LKS2			UKS2				
Health Education: Wellbeing online	18. Similarities and differences between communicating with someone online and offline; the importance of meaningful in-person relationships; that while online communication might enhance some relationships, purely online relationships may be less fulfilling. **WO2**					✓	✓	✓	
Relationships Education: Online safety and awearness	19.That the same principles about how to treat others apply in all contexts, including online. **OSA1**		✓			✓	✓		
Health Education: Wellbeing online	20. How someone's online behaviour can affect other people; the importance of, and how to maintain, positive, kind and respectful communication online, including when anonymous. **WO4**	**Relate Year 3** All Lessons **Relate Year 4** All Lessons	✓	✓	**Relate Year 5** All Lessons **Relate Year 6** All Lessons	✓			✓
Relationships Education: Online safety and awearness **Health Education:** Wellbeing online	21.Strategies for managing peer influence on their online behaviour; the importance of not pressuring others, and how to resist pressure from others, to share personal information or images online. **OSA1 WO4**					✓	✓		
Relationships Education: Online safety and awearness	22.About why someone may behave differently online, including pretending to be someone they are not; strategies for evaluating online relationships, recognising risks, harmful content and contact; how to report concerns to trusted adults and reliable sources of support. **OSA2**		✓			✓			

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES

Section 1: Relationships (Sex) and Health Education (RSHE)

Objectives		myHappymind	Online Safety Lesson 1	myHappymind	Online Safety Lesson 1	Online Safety Lesson 2
Online life and safety- Safe and respectful behaviour online continued...		LKS2		UKS2		
Relationships Education: Online safety and awearness	23.The risks of sharing things online, including images or words; that once these have been circulated online, they might spread quickly and far; that it can be difficult to control who sees them and to remove them from everywhere on the internet. **OSA5**				✓	
Relationships Education: Online safety and awearness	24.How to decide what is appropriate to share online and what should not be shared. **OSA4**		✓		✓	
Health Education: Wellbeing online	25.The importance of telling a trusted adult and getting support with anything that worries, scares or concerns them online; when, why, and how to report concerns online. **WO11**		✓		✓	✓

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES

Section 1: Relationships (Sex) and Health Education (RSHE)

Objectives		myHappymind	myHappymind	Safe Choices (Drug Education) Lesson 1	Healthy Choices Lesson 2
Drug education		LKS2	UKS2		
Health Education: Drugs, alcohol, tabacco and vaping	1. The facts, risks and effects of legal drug products common to everyday life (e.g. alcohol, caffeine, cigarettes, vapes, nicotine pouches, over-the-counter and prescription medicines). **DATV1**			✓	
Health Education: Health protection and prevention	2.How medicines, when used responsibly, contribute to health; ways to manage common health issues such as allergies and asthma. **HPP6**			✓	✓
Health Education: Drugs, alcohol, tabacco and vaping	3.To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others. **DATV1**			✓	
Health Education: Drugs, alcohol, tabacco and vaping	4.What can influence people to use or not use drugs (e.g. alcohol, nicotine, cannabis); recognise that drug use can become a habit which is difficult to break. **DATV1**			✓	
Health Education: Drugs, alcohol, tabacco and vaping General wellbeing	5. That there are organisations that can support people to stop using alcohol, nicotine or other drugs; who they can talk to if worried about people they know. **DATV1 GW9**			✓	

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care for me	• That families are important for children growing up because they can give love, security and stability • The characteristics of safe and happy family life, such as: commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care • That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up • That marriage and civil partnerships represent a formal and legally recognised commitment of 2 people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties • That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened • About managing conflict with kindness and respect, and that violence is never right • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful, kind relationships	• How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people in relationships, and why this can be complicated • The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults • How to communicate effectively and manage conflict with kindness and respect: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration • That they can expect to be treated with respect by others and the importance of respecting others, including those who are different (for example: physically or in character, personality or background), or make different choices, or have different preferences or beliefs • The practical steps they can take in a range of different contexts to improve or support their relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs • About different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust • What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype

TOPIC	PUPILS SHOULD KNOW
Online safety and awareness	• How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met • That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child, and that this can lead to dangerous situations • That people should be respectful in online interactions, and 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. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults • That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online • How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met • How information and data is shared and used online, including where pictures or words might be circulated • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online

TOPIC	PUPILS SHOULD KNOW
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books and resources, for example • About the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do and don't know • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust • How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so • How to ask for advice or help for themselves or others, and to keep trying until they are heard • Where to get advice, for example from their family, school and/or other sources

TOPIC	PUPILS SHOULD KNOW
General wellbeing	• The health, wellbeing and happiness benefits of physical activity, time outdoors, and helping others • Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation • The importance of promoting general wellbeing and physical health • The range of scale of emotions that they might experience in different situations (e.g. happiness, sadness, anger, fear, surprise, nervousness) and that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition • How to recognise feelings and use varied vocabulary to talk about their own and others' feelings • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate • That isolation and loneliness can affect children, and the benefits of seeking support • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others • That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently • Where and how to seek support (including recognising the triggers for seeking support), including who to speak to in school if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) • That it is common to experience mental health problems, and early support can help

TOPIC	PUPILS SHOULD KNOW
Wellbeing online	• That for almost everyone the internet is an integral part of life • How to think about positive and negative aspects of the internet • How online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection • The benefits of limiting 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 • How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online • Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted • The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive • How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them • That abuse, bullying and harassment can take place online and that this can impact wellbeing • How to seek support from trusted adults • How to understand the information they find online, including from search engines, and know how information is selected and targeted • That they have rights in relation to sharing personal data, privacy and consent • Where and how to report concerns and get support with issues online
Physical health and fitness	• The characteristics and mental and physical benefits of an active lifestyle • The importance of building regular physical activity 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, moderate and/or vigorous physical activity • The risks associated with an inactive lifestyle, including obesity • How and when to seek support including which adults to speak to in school if they are worried about their health

TOPIC	PUPILS SHOULD KNOW
Healthy eating	• What constitutes a healthy diet (including understanding calories and other nutritional content) • Understanding the importance of a healthy relationship with food • The principles of planning and preparing a range of healthy meals • 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)
Drugs, alcohol, tobacco and vaping	• The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches
Health protection and prevention	• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer • The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn • About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing • The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils
Personal safety	• About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks • How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code

TOPIC	PUPILS SHOULD KNOW
Basic first aid	• How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them • Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries
Developing bodies	• About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process • The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. That all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts • The facts about the menstrual cycle, including physical and emotional changes (while the average age of the onset of menstruation is 12, periods can start at 8, so covering this topic before girls' periods start will help them understand what to expect and avoid distress)

Appendix 3: Parent/carer form requesting their child's withdrawal from sex education within 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/carer signature			

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