



Heron Hill Primary School

**Personal Social Health Education,  
Relationships and Sex Education Policy  
(PSHE and RSE Policy)  
2022/2023**

<i>At the time of publishing the following roles were held:</i>	
Designated Safeguarding Lead	Trish Merritt
Deputy Designated Safeguarding Leads	Michelle Wilkinson, Naomi Jones
Designated Teacher for looked-after or previously looked-after children	Naomi Jones
Designated Mental Health Lead PSHE Lead	Carly-Dodd-Hemingway
Governor with PSHE responsibility	
Pastoral Learning Mentor	Hannah Little

Approved by	
Committee	Policy Review
Signed:	J Cottam
Date:	May 2022 parental and governor consultation
Review date (every 2 years):	Summer 2024

## **PRIMARY PSHE INCLUDING RELATIONSHIPS AND SEX EDUCATION POLICY**

### **Purpose:**

This policy covers our school's approach to statutory guidance on PSHE, British Values and Relationships and Development Education, our vision is for the common good of the whole community.

We define it as giving children the education for knowledge and skills to stay safe, develop their talents in all areas needed to live healthy lives and understanding their rights.

We believe it is important that all children are educated for hope and aspiration: enabling them to develop skills to support them to cope if things go wrong. We will develop our children as individuals, who will have the skills and tools to fulfil their dreams and aspirations safely. This policy was produced through consultation with all stakeholders. The policy will be available on our school website. This policy is cross referenced to the Behaviour Policy.

### **PSHE SRE aims and objectives:**

Here at Heron Hill Primary School, we intend to deliver a PSHE curriculum based on our values which can be summarised: Respect, Responsibility and Relationships.

At Heron Hill Primary School, we intend to deliver a PSHE curriculum based around living happy, healthy, safe and fulfilled lives. A curriculum, which will help children understand how they are developing personally, emotional, physically and socially. We aim to help them to understand themselves, respect for others and sustain healthy relationships alongside knowing what constitutes a healthy lifestyle and diet. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. This includes for example supporting others through play, supporting the elderly within our community and supporting charities worldwide. Our curriculum is designed to provide our children with a foundation of real-life skills building a strong sense of citizenship. This will enable our children to be global citizens now and in their later lives within a diverse community.

We expect all members of our school community to model the behaviours and values taught through our curriculum. Our PSHE is designed to:

- recognise children's prior knowledge and understanding;
- provide first hand learning experience;
- give our children the opportunities to lead teams; and
- develop their interpersonal and independence skills to problem solve and make sensible choices.

Our curriculum enables children to explore the complexity of the relationships they have now and know how to be safe, preparing them to understand and develop healthy relationships in their future lives.

Our curriculum will encourage dignity and respect; respect for the equal value and preciousness of each person, treating each person as a unique individual of inherent worth.

PSHE is about developing the whole child and a major part of the cultural capital they need to succeed in life. All members of our school community shall model the behaviours and values that enrich and support those taught.

### **Values Underpinning this Policy**

Our programme promotes the social, moral, cultural, mental and physical development of pupils. We promote the school values of Respect, Responsibility and Relationships by ensuring that our pupils are equipped to respect themselves and respect others and to ensure that pupils and parents are aware to whom they can turn for support and further guidance. We will encourage our pupils to talk to their parents and carers. We prepare pupils for the experiences, opportunities and challenges of everyday life by immersing them in a curriculum rich in diversity.

### **How will we ensure the curriculum is relevant to our pupils?**

The school will use relevant local data and school information (such as CPOMS and attendance) related to relationships, including online relationships/Health/PSHE/online safety education, to inform planning and to address the identified needs of the whole school community e.g. Health Needs, Assessment, FFT, Health. Health includes Public Health data on road traffic accidents, attendance at A&E, alcohol and drug use, social deprivation, family life, career and life chances.

We will ensure that pupils are offered a balanced programme by using pupil/parent feedback.

### **What are our intended outcomes?**

The learning outcomes of our programme will be that pupils will:

- Know and understand how to maintain a healthy lifestyle including, fitness - both physical and mental wellbeing
- How their body changes (puberty)
- How to build positive relationships
- Understand they have a right to shelter, food, a caring home, support from adults, the right for respect
- Understand how the wider world impacts on daily life
- Understand where money comes from and develop their aspirations
- Understand how to stay safe online and in daily life (including the dangers of drugs, alcohol and tobacco)
- Understand the basics in emergency first aid
- Understand how to make friends and know the difference between falling out and bullying
- Understand they have a responsibility to respect others and the environment they live in
- Know the aspects of healthy and unhealthy relationships
- Know what constitutes consent.

### **Creating a safe and supportive learning environment**

We will create a safe and supportive learning environment by working with our pupils and ensuring that each class has a group agreement established for PSHE, allowing pupils to discuss openly any concerns they may have. This will enable pupils to gain accurate knowledge, develop their own values and attitudes and develop skills to grow into happy, confident and successful adults. We ensure that all staff are aware of safeguarding and know how to report concerns. Vulnerable pupils will get appropriate support.

### **SEND, inclusion, equality and diversity**

We recognise the right for all pupils to have access to PSHE education learning which meets their needs. We will ensure that pupils with SEND receive access to PSHE through carefully chosen resources and, where necessary, access to TA support. Teaching will take into account the ability, age, development and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access PSHE, relationship and development education provision. We promote social learning and expect our pupils to show a high regard for the needs of others by respecting other's views. We will use PSHE as a vehicle to address diversity issues and to ensure equality for all by promoting British Values and school values in all areas of the curriculum.

### **How will we ensure that our equalities obligations are fulfilled?**

We are committed to equality. Our school has based all previous policies and action plans around equality. Equality includes all the protected characteristics covered under the Equality Act 2010, as well as other interactions which have the potential to discriminate against or to devalue any individuals within our community. We are committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational, health and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

When planning our PSHE curriculum we will consider the needs of our pupils along with parents' views, statutory guidance and local data to develop a curriculum that meets the needs and interests of all pupils, irrespective of gender, family, culture, ability or aptitude. We will assess the needs of different pupils by strands e.g. disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion or sexual orientation, or whether they are looked after children.

**DfE statutory guidance states that from September 2020, all primary schools must deliver Relationships Education**

*DfE publication 2020 – requires schools to teach the following:*

Pupils should be taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

We are required to teach relationships education as part of our PSHE curriculum under the following headings:

**Families and people who care for me**

Pupils should know:

- that families are important for children growing up because they can give love, security and stability;
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives;
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care;
- there are many different types of families offering stable, caring relationships, which is important for children's security as they grow up. LGBT content is fully integrated into the curriculum rather than delivered as a standalone unit or lesson;
- we will ensure that all teaching is sensitive and age appropriate in approach and content;
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong; and
- 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**

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends;
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties;
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded;
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right; and

- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

### **Respectful relationships**

Pupils should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs;
- practical steps they can take in a range of different contexts to improve or support respectful relationships;
- the conventions of courtesy and manners;
- the importance of self-respect and how this links to their own happiness;
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority;
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help;
- what a stereotype is, and how stereotypes can be unfair, negative or destructive; and
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

### **Online relationships**

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not;
- 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;
- the rules and principles for keeping safe online;
- how to recognise risks, harmful content and contact, abuse including sexual abuse and how to report them;
- 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; and
- how to stay safe online.

Teachers are aware of the importance of making clear that sexual harassment is not acceptable, will never be tolerated and are not an inevitable part of growing up. Any report of sexual harassment will be taken seriously.

### **Being safe**

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context);
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe;
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact;
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know;
- how to recognise and report feelings of being unsafe or feeling bad about any adult;

- how to ask for advice or help for themselves or others, and to keep trying until they are heard;
- how to report concerns or abuse, and the vocabulary and confidence needed to do so; and
- where to get advice, for example family, school or other source.

### **What are our intended outcomes for Relationships Education?**

The learning outcomes of our Relationships Education programme will be that pupils will:

- know and understand what constitutes a loving and caring relationship. They will understand the word respect and how to give and respect
- understand they have a right to privacy and to say no
- understand they have a responsibility to speak out and report issues that concern them e.g. online safety.
- develop the attributes of sharing, caring, confidence

### **Key Principles**

- School staff will use and create a safe learning environment within the classroom and use the group agreement allowing pupils to ask questions anonymously or during lessons.
- School will use 'ask-it baskets' for pupils to place questions in for staff to answer.
- Staff will answer questions that relate to our curriculum in a factual manner. They will refer any questions they are unsure about to the subject lead and then this may be discussed with parents.
- Staff will be supported by PSHE Lead and external agency support such as NSPCC.
- Support for vulnerable or 'at risk' pupils – teaching staff will be supported by SENCO/Key Stage Leader.
- Child protection, safeguarding and confidentiality – all staff are trained to deal with child protection and safeguarding.
- The school ensures our teaching is age and developmentally appropriate through the curriculum map, which has been tailored to meet the needs of each individual cohort of children.

### **Relationships Education Curriculum**

Relationships Education is embedded within PSHE by a written progressive curriculum in line with the DFE statutory requirements.

The curriculum has been planned with key reading books to support the delivery. Materials including planning and resourcing have been chosen to be age appropriate for our pupils.

### **Working with Parents/Carers**

This policy is available to parents through our website or by contacting school for a hard copy.

An initial consultation has taken place, with a further consultation to inform parents planned each year. Pupil voice has been used to design and review what is taught.

Parents will be notified about content of lessons through the PSHE curriculum map on the school website. There is no right to withdraw from science curriculum which includes aspects of human development nor a right to withdraw from the relationship curriculum. Parents are encouraged to discuss with the Headteacher if they wish to withdraw their child from sex education.

### **What are intended outcomes of our Health Education programme?**

The learning outcomes of our programme will be that pupils will:

- know and understand how to carry out some basic emergency first aid.
- understand they have a right to feel safe on the internet.
- to be fit and healthy: children will be given opportunity to participate in many different forms of physical fitness.

- to develop the skills of understanding, questioning, responding and spotting signs of stress and anxiety (along with the mechanisms to deal with these issues and who to turn to for support).

### **Health Education Curriculum**

- Health Education is embedded within PSHE by teaching pupils a broad and balanced curriculum that is built on yearly.
- A curriculum that is based upon each cohort's needs and reflects the information gathered on CPOMS, pupil feedback, LSIP/FFT, etc.

### **Statutory Guidance on Physical Health and Wellbeing Education (Health Education)**

#### **Key Stages 1 & 2**

- *Physical health and mental wellbeing*
- *Internet safety and harms*
- *Healthy eating*
- *Drugs, alcohol and tobacco*
- *Health and prevention*
- *Basic first aid*
- *Changing adolescent body, e.g. menstruation*

### **Timetabling PSHE education**

We allocate, where possible, weekly lessons for the PSHE curriculum. Our PSHE education provision is mapped and planned effectively to cover all the statutory requirements.

### **Who will be responsible for teaching the programme?**

It will be taught by all teaching staff. The school will support members of staff delivering PSHE to access appropriate CPD by monitoring and teacher discussions.

### **The use of visitors to the classroom**

We will use external contributors to enhance class teacher teaching such as NSPCC, Heartbeat, school nurse, health visitor, etc.

We will ensure external contributors' input is part of a planned programme which it enhances by giving real life examples such as CPR manikins for the emergency first aid element.

### **Key Principles and Teaching Methodology**

The programme will be taught through a range of teaching methods, including discussions, group work, leading in teams, questioning and scenarios.

We will ensure learning 'starts from where pupils are' by carrying out a baseline assessment and using the information gathered from CPOMS, school council discussions and teacher feedback to ensure our curriculum is tailored to meet the needs of our pupils.

We will ensure cross-curricular learning by linking where possible into our topics within the classroom.

The curriculum overview shows all topics that are covered from Nursery through to and including Year 6.

We will assess pupils' starting points through initial teacher assessment which will lead to revisits of prior learning when necessary.

### **How will we involve and consult pupils?**

Pupils have been involved in the creation of this policy through discussions with School Council. They have stated what they like and what they would like more of (e.g. emergency first aid). Pupils' views of what is currently being taught is discussed with the school council and this then feeds back into action plans.

### **How will pupils' questions be answered?**

During some lessons we will enable pupils to raise anonymous questions by placing 'ask it baskets' in classrooms during sessions.

If pupils' questions are about topic areas which staff feel are not age appropriate, they will contact home to agree whether the question will be answered by parents or school staff or jointly.

If a safeguarding issue is raised by an anonymous question this will be handed to the DSL.

### **Monitoring, reporting and evaluation**

PSHE provision and content will be monitored every year through lesson walk through, pupil discussion, staff discussion and the use of evidence on websites. Staff will be given individual feedback and support where and when necessary. Staff will evaluate the content of the PSHE curriculum and amendments will be made depending upon each cohort of pupils. Visitors will be brought into school to support the delivery of some elements of the PSHE curriculum e.g. Nat West Bank, savings and debt. Heartbeat – emergency first aid. Pupil's will discuss with the subject lead what they have enjoyed and what they feel they would like more support with. This will also be a part of the normal classroom practice.

### **Confidentiality**

We will create a group agreement and remind pupils of this at the start of every lesson. This will be designed by the class teacher and pupils at the start of each new term. Should any Child Protection/safeguarding concern be raised, then staff are trained to report to the Designated Safeguarding Lead.

### **Parents and carers be involvement**

We will communicate with parents and carers via ParentMail, face to face meetings and, in some instances, virtual meetings. Parent updates regarding the curriculum are held for each class. PSHE curriculum and resources are shared on the year group curriculum on the website. We will encourage discussion of topics at home where appropriate, eg the use of 'Newsround'.

### **Other aspects of school life that contribute to PSHE education include:**

Opportunities to take responsibility include serving at lunchtime, charity projects, eco club, healthy schools, class assemblies and buddying.

Opportunities to participate include a timetable of clubs before, during and after school.

### **Organisation**

Sex education is prepared for in science lessons, in a manner appropriate to each Key Stage (described below). Teachers inform children about puberty and how a baby is born. For this aspect of our teaching, we follow the guidance material in the National Curriculum Programme of Study for Science.

In Key Stage 1 (Years 1 and 2) we teach children to identify, name, draw and label the basic parts of the human body and that animals, including humans, have offspring which grow into adults. Children learn to appreciate the fact that people are not all the same and that we need to respect each other.

In Key Stage 2 (Years 3-6), we teach about life processes and the main stages of the human life cycle in greater depth. In Year 5 and Year 6, we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the Local Health Authority about suitable teaching materials to use with our children in these lessons. Teachers answer all questions with sensitivity and care.



The Year 5 and 6 teachers must consult with parents and provide examples of the resources that they plan to use, on request. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request it our practice that the teacher and or Headteacher to discuss the request with parents/carers and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The Headteacher will discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child.

For further guidance on Relationships Education (Primary), Relationships and Sex Education (RSE – Secondary) and Health Education (Primary and Secondary), please visit the following:

[Guidance on Relationships, Relationships and Sex Education, and Health Education](#)

## Appendix 1

### Curriculum content overview: Personal and Social and Health Education, Relationships and Health Education

#### PSHE and RHE in EYFS (Early Years Foundation Stage)

Early Years Framework requires seven areas of learning, these are the prime areas:

- communication and language
- physical development (PD)
- personal, social and emotional development (PSED)

These are the specific areas:

- literacy
- mathematics
- understanding the world (UW)
- expressive arts and design

Children at Heron Hill School in EYFS develop skills that form a crucial foundation for later teaching of specific PSHE/Relationships at Key Stage 1. The PSHE curriculum in EYFS is largely covered in the following areas: Personal, Emotional and Social Development and Health and Self Care.

**Families and people who care for me:** Within making relationships PSED ELG (Early Learning Goals), the children are taught how to make positive relationships with other adults and children, both as a focus area in the autumn term and ongoing throughout the year. Within the ELG and the UW people and communities, the children are taught about similarities and differences within families.

**Caring friendships and respectful relationships:** Within self-confidence and self-awareness and managing feelings and behaviour PSED ELG, the children are taught how to be a friend and look after each other. The children are specifically taught turn-taking skills and learning to listen to others' ideas through a variety of circle time sessions. These happen specifically in the autumn term but are referred to and revisited throughout the year.

**Online relationships-** We share online safety stories throughout the year that are age appropriate.

**Being safe** Within Health and self-care PD ELG, the children are taught about the importance of looking after their own bodies and ways of keeping themselves healthy and safe. This may happen during a weekly PE session or during UW discussions related to healthy eating and our bodies. This topic is also covered throughout the year when talking about managing behaviour and feelings.

The ELG Personal, Emotional and Social Development is the foundation on which our Early Years curriculum is based and as such is considered a prime area of focus for both teaching and assessment, particularly in the first term.

We are able to track progress through our online learning journal, Tapestry. We are able to monitor each child's progress in PSED, UW and PD in relation to assessing RHSE and identify any gaps that would need more specific focus, either with individual children, groups or the whole class.

Key Stage 1 and 2 Curriculum Overview

YEAR 1

<b><u>Term</u></b>	<b><u>Language covered</u></b>
<b>Autumn 1</b>	Our School – Common Goals Belonging – I Belong ... Belonging – Join Our Club! Local Citizenship – Our Local Area Local Citizenship – Community Care Road Safety – Green X Code Taking Turns – It's Your Turn! Good Manners – How Rude!
<b>Autumn 2</b>	Happy Families Growing Up – All Grown Up Changing Needs – I Need Kindness – Give a Little Family – My Family Family – Special People Feelings – How I Feel Responses – You and Me
<b>Spring 1</b>	Going Wild Healthy Body Taking care Exercise – Workout! Physical Activity – Get Physical! Comparisons – All the Same Lending / Borrowing – The Borrowers
<b>Spring 2</b>	Happily Ever After Behaviour – Help Me! Teasing – Cry Baby! Definition – A Bully is... Unkindness – Blame Game Behaviour – + and –
<b>Summer 1</b>	Come fly with me Friendship – Hola! Bonjour! Share Alike Friendship – Make Friends – Forever Friends Healthy Eating – Meat Eaters Healthy Eating – Party Time!
<b>Summer 2</b>	Money – Grows on Trees? Coining it in! Keep Money Safe Personal Safety Emotional Safety – Getting Help

**YEAR 2**

<b><u>Term</u></b>	<b><u>Language covered</u></b>
<b>Autumn 1</b>	Responsibility – Who's at Fault? Rules / Expectations – We Expect ... Rules / Expectations – Class Charter Sharing – Share the Booty Fair and Unfair – It's Not Fair! Staying Safe – I Don't Know You
<b>Autumn 2</b>	Zero to Hero Aspirations – It's a Goal! Right and Wrong – In the Right Consequences – Good v Bad
<b>Spring 1</b>	Co-operation – Let's Debate Internet Safety – E-Safety Opinions – I Think... Co-operation – Negotiation Co-operation – Want to Play?
<b>Spring 2</b>	Emotions – Mood Swings Sadness – How to Cope Happiness – Smile! Anger – Grrrr! Sun Safety – It's a Cover Up! Drug Safety – Magic Medicine Physical Activity – Mighty Muscles
<b>Summer 1</b>	Behaviour – In My Shoes Love – Three Little Words Money – Shopping List
<b>Summer 2</b>	Keeping Clean – Bath-time Skin – Skinny Tips Dental Hygiene – Brushing Up! Bright White Top Teeth Washing Hands – Meet Grub! Healthy Eating – Vote Green! Choices – This or That? Enterprise – Dragons' Den It's for Charity

**YEAR 3**

<b><u>Term</u></b>	<b><u>Language covered</u></b>
<b>Autumn 1</b>	Working Together – Name Game, Build It Up Reactions – Frustration Persistence and Resilience – Don't Give Up Negative Persistence – Over and Over Friendship – Best Features , Circles time
<b>Autumn 2</b>	Religious Views – Celebrate Diversity Friendship –falling out Different Communities – My Community
<b>Spring 1</b>	Money Choices – A Million Dollars Managing Money – Design Choices Sleep – Sweet Dreams
<b>Spring 2</b>	E-Safety – Online Chat Online Privacy – The Secrets Jar Online Privacy – E-Protection Online Privacy – It's Personal Clear Messages – Dot Dot Dash How to Listen – Listen Up!
<b>Summer 1</b>	Physical, Emotional and Mental –I Am Who I Am! Hearts and Minds Three in One A Balanced Approach – Define: Healthy Physical Exercise – Active Kids It's Your Choice
<b>Summer 2</b>	People stereotypes You've Grown! Visible Changes Shared Goals – Better Places

**YEAR 4**

<b><u>Term</u></b>	<b><u>Language covered</u></b>
<b>Autumn 1</b>	Identified Strengths – I’m Good at That Identified Strengths – Future Me Setting Goals – That’s My Goal! Setting Goals – The Impossible Dream Internet Use – Online Usage Internet Use – Age Limits
<b>Autumn 2</b>	Loss/Separation: Lost! Found! Left Behind Family Changes – Two Homes Family Links – Family Tree Self-Respect – Let’s Rock! Feelings - Overreacting
<b>Spring 1</b>	School Communities – School Swap A Balanced Diet – Plant or Animal? Balancing Act Working With Food Master Chef, Our Food Hall
<b>Spring 2</b>	Rules – I’m In Charge! Thinking Ahead – Lesson Planning Taking the Lead – Learning Time Responding to Others – Agony Aunts Expressing Opinions – It’s Debatable
<b>Summer 1</b>	How to Help – Who to Call Emergency Calls – Calling 999 Emergency Calls – Ambulance, Now! Connections – Paper Chains
<b>Summer 2</b>	Reactions - Frustration Self-Worth – I’m a Marvel! Persistence and Resilience – Don’t Give Up Negative Persistence – Over and Over

**YEAR 5**

<b><u>Term</u></b>	<b><u>Language covered</u></b>
<b>Autumn 1</b>	Don't be a sheep Planet Parallel Easily Influenced Ground Zero Death and Grief –Poppies Managing Conflict – Families
<b>Autumn 2</b>	Responding – Scrabble Shared Goals – It's All Go! Community Spirit – All Join In Stereotypes Cultural Feast Structure – Just Imagine Law and Order rights and responsibilities
<b>Spring 1</b>	Hugs – Physical contact Online Relationships – A Risky Business Basic First-Aid Tips
<b>Spring 2</b>	Budgeting – Money Supermarket Consumer Sense – Payment Terms Consumer Sense – A Class Catalogue!
<b>Summer 1</b>	Identified Strengths Big Dreams, Big Achievers Setting Goals – 'Super Futures' I Can Do That!
<b>Summer 2</b>	<i>Repeated themes: I Have a Dream</i> Shared Goals – It's All Go! Community Spirit – All Join In Physical, Emotional and Mental – growing up? Healthy Lifestyles – You Choose!

**YEAR 6**

<b>Term</b>	<b>Language covered</b>
<b>Autumn 1</b>	Identified Strengths – Big Dreams, Big Achievers Setting Goals - Super Futures I Can Do That! Internet Safety – Fake News
<b>Autumn 2</b>	Community Event – We’re Cultured! Listening – I’m All Ears! Responding – Scenarios Race and Ethnicity Stereotypes Culture – Cultural Feast
<b>Spring 1</b>	Food Choices – Invention Team Cooking – Michelin Stars Healthy Minds – Young Minds Mental Wellbeing – Mind Business Support and Care – Connections Budgeting - Money Supermarket Consumer Sense – Payment Terms Consumer Sense – A Class Catalogue!
<b>Spring 2</b>	Core Theme 1 Unit 1 Lesson 4: Physical Illness - Immunisation – One Sharp Scratch Commitment – I Promise...
<b>Summer 1</b>	Physical, Emotional and Mental – 3-Dimensional Confidentiality Listening – I’m All Ears! Responding – Scenarios
<b>Summer 2</b>	Drugs – Just Say No! Alcohol – Drink Aware Tobacco – Up in Smoke Substance Abuse – Let’s Be Frank Generating Income – Making Money Food Choices