

HOBBS HILL WOOD PRIMARY SCHOOL

Relationships Education Policy

Committee	School Improvement
Author	Hobbs Hill Wood Primary School
Approved By Governing Body	14 January 2026
Frequency of Review	2 years
Next review Date	Autumn 2027

Our Vision

Aiming for excellence; creating equal opportunities for each individual to develop academic and life skills so they can make a positive contribution to their community and become lifelong learners.

Our Mission

Inspiring confident and independent learners

Our Values

We believe that children should be able to enjoy the rights and uphold the responsibilities of the school charter.

School Charter

We have the right to:	We have a responsibility to:
Be safe in school and online	Behave in a safe way
Learn	Listen and try our best
Be supported with our learning	Support and help each other
Be happy, play and have fun	Share, be kind, polite and considerate towards others
Be respected and treated fairly	Be helpful and responsible
A clean and purposeful environment	Recycle and keep the class and school environment tidy
Speak and be heard	Listen and respect each other's opinion

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Formation of the Policy

- The policy was formed in 2020 and is reviewed every 2 years
- The policy has been approved by the Governing Body

Aim

The aim of the Relationships Education Policy is to provide pupils with the knowledge, understanding, attitude, values and skills they need to reach their potential as individuals and within the community.

Pupils learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning. At Hobbs Hill Wood Primary School, we choose to deliver Relationships and Sex Education (RSE) using PSHE Association that is tailored to the needs of our pupils.

Statutory Guidance

As a maintained primary school, we must provide Relationships Education to all pupils as per section 34 of the Children and Social work act 2017. However, we are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum. In teaching Relationships Education, we must have regard to the guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Hobbs Hill Wood Primary School, our RSE (Relationships and Sex Education) curriculum is fully aligned with the statutory guidance from the Department for Education (DfE) on **Relationships Education, Relationships and Sex Education (RSE), and Health Education**, which became statutory for all primary schools in **September 2020** under the Children and Social Work Act 2017. **Our curriculum is also responsive to updates published in 2025.**

In line with DfE requirements

- **Relationships Education** is compulsory for all primary-aged pupils.
- **Health Education** is compulsory for all state-funded schools, including primary.
- **Sex Education** at primary level is not statutory, though we may choose to teach aspects of it in line with our pupils' needs and community consultation. Parents have the right to withdraw their child from non-statutory sex education (i.e. content not covered in the national science curriculum).

Definition of Relationship Education

At our school Relationship Education is a vital part of the curriculum that supports children's personal development, emotional wellbeing, and preparation for life beyond the classroom. Through a carefully planned and sequenced curriculum, PSHE helps pupils to understand themselves, relate to others, and make informed choices in a safe and supportive environment.

Our school's ethos and overarching aim for our pupils are to provide a nurturing, inclusive, and inspiring environment where every child feels valued, safe, and supported. We aim to develop confident, kind, and resilient learners who are ready to take on the challenges of the wider world, contribute positively to society, and show respect for themselves and others.

Hobbs Hill Wood RSE Curriculum

Our Curriculum enables all pupils to:

1. **Develop the knowledge, skills, and attributes** they need to keep themselves healthy and safe, both now and in the future.
2. **Understand and manage emotions**, develop empathy, and build healthy relationships.
3. **Become resilient, independent, and responsible individuals**, able to make informed choices and understand the impact of their actions.
4. **Stay safe online and offline** and know how and when to ask for help.
5. **Recognise and respect diversity** and understand the importance of equality and inclusion.
6. **Learn about rights and responsibilities as members of families**, schools, and wider communities.
7. **Prepare for the challenges and opportunities of growing up**, including transitions such as the move to secondary school.
8. **Understand the basics of physical and emotional health**, including healthy eating, hygiene, and the importance of physical activity.
9. **Begin to understand economic wellbeing**, including concepts like needs and wants, and the role of money in everyday life.

Our carefully sequenced programme builds year-on-year, covering three broad themes:

1. **Health and Wellbeing**
2. **Relationships**
3. **Living in the Wider World** (including economic wellbeing and preparation for life in modern Britain)

We ensure the content is:

- **Age-appropriate** and developmentally relevant
- Inclusive of all pupils, recognising protected characteristics under the Equality Act 2010
- Accessible to all learners, including those with SEND
- Taught within a **safe, supportive classroom environment** that promotes discussion, reflection and respect

As required by the DfE, we consult with parents/carers regularly on our RSE provision, and our full policy and curriculum overview are available via our website. We also ensure all staff delivering RSE receive regular training and support.

The implementation of the curriculum is monitored and reviewed regularly by the PSHE lead, with oversight from school leadership and governors.

Our PSHE education programme promotes and is underpinned by the values/principles of kindness, honesty, respect, inclusivity, responsibility, and perseverance.

These values are embedded across our school and reflected in everything we do. RSE provides opportunities for pupils to explore and practise these values, developing a strong moral compass and a sense of belonging within their school and wider community.

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

Sex Education

The DfE Guidance 2019 recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science – how a baby is conceived and born.'

Sex Education is not compulsory in primary schools and parents have the right to withdraw their children from the sex education elements of any topic.

At Hobbs Hill Wood Primary School, we believe children should understand the facts about human reproduction before they leave primary school.

We define Sex Education as a scientific understanding of human reproduction within the context of a loving relationship. We intend to teach this in Year 6 through a topic on 'Growing Up' which includes both the curriculum for Relationships Education and Health Education with two specific units on Sex Education:

- How Babies are Made
- How Babies are Born

Withdrawal from Sex Education lessons

Parents will not be able to withdraw their children from any aspect of Relationships Education or Health Education (which includes learning about the changing adolescent body and puberty).

Parents will be able to withdraw their children from any aspects of Sex Education other than those which are part of the science curriculum provided at Hobbs Hill Wood Primary School.

Those parents wishing to exercise this right are invited to see the Headteacher and/or the PSHE curriculum leader who will explore any concerns and discuss any impact that withdrawal may have on the child.

Withdrawal from any lesson will need to be sent in writing to the Headteacher. Parents/carers should also be aware that Hobbs Hill Wood Primary School is legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise in other subjects, such as Science, and it is not possible to withdraw pupils from these limited discussions. At Hobbs Hill Wood Primary School, puberty is taught as a statutory requirement of Health Education and covered by our RSE programme of work in upper key stage 2.

Roles and Responsibilities

The Governing Body

The Governing Body will approve the Relationships Education policy and hold the Headteacher to account for its implementation.

The Headteacher

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

Teaching Sensitive Issues

Sensitive issues can arise in learning about real-life and the world we live in. Teachers will handle personal issues arising from the work honestly, sensitively and without bias. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of views.

Pupils

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

Equality

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other providers must ensure that issues are taught in a way that does not subject pupils to discrimination.

Hobbs Hill Wood Primary School has a duty to ensure that the teaching of this content is accessible to all children. Inclusive teaching of PSHE will foster good relations between pupils, tackle all types of prejudice and promote understanding and respect. At Hobbs Hill Wood Primary School, we promote respect for all and value every individual child.

Assessment, Monitoring and Review

Teachers and senior leaders are responsible for the assessment of Relationships Education against the teaching programme for PSHE and the End of Primary School outcomes outlined in the DfE guidance. The Headteacher and PSHE leader will monitor this policy and will ensure that all adults who work with children on these issues are aware of the content, and that they work within this framework. The effectiveness of this policy will be reported to the governing body who will make necessary modifications alongside the Headteacher and PSHE leader annually.

Safeguarding

The teaching of Relationships Education, Health Education and Sex Education will require occasional discussions about sensitive issues that could lead to increased safeguarding reports.

Staff will know how to manage disclosures of any type and children will be made aware of how to raise their concerns to make a report and how any report will be handled whether it be about them or a friend or peer. The Designated Safeguarding Lead will be made aware of the proposed content of the lessons that are safeguarding related as they might have local knowledge that could be of value.

APPENDIX 1 – Teaching Programme - Relationship content of RSE by year groups

Year Group	Topic	Objectives
EYFS		Children are supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate, and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.
Nursery	Being Me in My World Celebrating Difference Dreams and Goals Healthy Me Relationships Changing Me	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • 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. For example, accepting that not everyone can be Spider-Man in the game and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. • Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing, and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing.
Reception	Being Me in My World Celebrating Difference Dreams and Goals Healthy Me Relationships Changing Me	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs: Personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.
<u>YEAR 1</u>		
Autumn 1 RELATIONSHIPS	What is the same and different about us?	<ul style="list-style-type: none"> • what they like/dislike and are good at • what makes them special and how everyone has different strengths • how their personal features or qualities are unique to them • how they are similar or different to others, and what they have in common • to use the correct names for the main parts of the body and that parts of bodies covered with underwear are private

Autumn 2 RELATIONSHIPS	Who is special to us?	<ul style="list-style-type: none"> • that family is one of the groups they belong to, as well as, for example, school, friends, clubs • about the different people in their family / those that love and care for them • what their family members, or people that are special to them, do to make them feel loved and cared for • how families are all different but share common features – what is the same and different about them • about different features of family life, including what families do / enjoy together • that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried
Spring 1 HEALTH AND WELL BEING	What helps us stay healthy?	<ul style="list-style-type: none"> • what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) • that things people put into or onto their bodies can affect how they feel • how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy • why hygiene is important and how simple hygiene routines can stop germs from being passed on • what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing
Spring 2 LIVING IN THE WIDER WORLD	What can we do with money?	<ul style="list-style-type: none"> • what money is - that money comes in different forms • how money is obtained (e.g. earned, won, borrowed, presents) • how people make choices about what to do with money, including spending and saving • the difference between needs and wants - that people may not always be able to have the things they want • how to keep money safe and the different ways of doing this
Summer 1 HEALTH AND WELL BEING	Who helps to keep us safe?	<ul style="list-style-type: none"> • that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people • who can help them in different places and situations; how to attract someone's attention or ask for help; what to say • how to respond safely to adults they don't know • what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard • how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say
Summer 2 LIVING IN THE WIDER WORLD	How can we look after each other and the world?	<ul style="list-style-type: none"> • how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively • the responsibilities they have in and out of the classroom • how people and animals need to be looked after and cared for • what can harm the local and global environment; how they and others can help care for it • how people grow and change and how people's needs change as they grow from young to old • how to manage change when moving to a new class/year group
<u>YEAR 2</u>		
Autumn 1 RELATIONSHIPS	What makes a good friend?	<ul style="list-style-type: none"> • how to make friends with others • how to recognise when they feel lonely and what they could do about it • how people behave when they are being friendly and what makes a good friend • how to resolve arguments that can occur in friendships • how to ask for help if a friendship is making them unhappy
Autumn 2 RELATIONSHIPS	What is bullying?	<ul style="list-style-type: none"> • how words and actions can affect how people feel • how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe • why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable • how to respond if this happens in different situations

		<ul style="list-style-type: none"> • how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so
Spring 1 LIVING IN THE WIDER WORLD	What jobs do people do?	<ul style="list-style-type: none"> • how jobs help people earn money to pay for things they need and want • about a range of different jobs, including those done by people they know or people who work in their community • how people have different strengths and interests that enable them to do different jobs • how people use the internet and digital devices in their jobs and everyday life
Spring 2 HEALTH AND WELL BEING	What helps us to stay safe?	<ul style="list-style-type: none"> • how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/household products and online) • how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them • how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets • how not everything they see online is true or trustworthy and that people can pretend to be someone they are not • how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them
Summer 1 HEALTH AND WELL BEING	What helps us grow and stay healthy?	<ul style="list-style-type: none"> • that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest • that eating and drinking too much sugar can affect their health, including dental health • how to be physically active and how much rest and sleep they should have everyday • that there are different ways to learn and play; how to know when to take a break from screen-time • how sunshine helps bodies to grow and how to keep safe and well in the sun
Summer 2 HEALTH AND WELL BEING	How do we recognise our feelings?	<ul style="list-style-type: none"> • how to recognise, name and describe a range of feelings • what helps them to feel good, or better if not feeling good • how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group) • how feelings can affect people in their bodies and their behaviour • ways to manage big feelings and the importance of sharing their feelings with someone they trust • how to recognise when they might need help with feelings and how to ask for help when they need it
YEAR 3		
Autumn 1 RELATIONSHIPS	How can we be a good friend?	<ul style="list-style-type: none"> • how to make friends with others • how to recognise when they feel lonely and what they could do about it • how people behave when they are being friendly and what makes a good friend • how to resolve arguments that can occur in friendships • how to ask for help if a friendship is making them unhappy
Autumn 2 HEALTH AND WELL BEING	What keeps us safe?	<ul style="list-style-type: none"> • how words and actions can affect how people feel • how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe • why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable • how to respond if this happens in different situations • how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so
Spring 1 RELATIONSHIPS	What are families like?	<ul style="list-style-type: none"> • how jobs help people earn money to pay for things they need and want • about a range of different jobs, including those done by people they know or people who work in their community

		<ul style="list-style-type: none"> • how people have different strengths and interests that enable them to do different jobs • how people use the internet and digital devices in their jobs and everyday life
Spring 2 LIVING IN THE WIDER WORLD	What makes a community ?	<ul style="list-style-type: none"> • how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, stepparents, blended families, foster and adoptive parents) • how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays • how people within families should care for each other and the different ways they demonstrate this • how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe
Summer 1 HEALTH AND WELL BEING	Why should we eat well and look after our teeth?	<ul style="list-style-type: none"> • how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups • what is meant by a diverse community, how different groups make up the wider/local community around the school • how the community helps everyone to feel included and values the different contributions that people make • how to be respectful towards people who may live differently to them
Summer 2 HEALTH AND WELL BEING	Why should we eat well? and look after our teeth?	<ul style="list-style-type: none"> • how to eat a healthy diet and the benefits of nutritionally rich foods • how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist • how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health • how people make choices about what to eat and drink, including who or what influences these • how, when and where to ask for advice and help about healthy eating and dental care
<u>YEAR 4</u>		
Autumn 1 HEALTH AND WELL BEING	What strengths, skills and interests do we have?	<ul style="list-style-type: none"> • how to recognise personal qualities and individuality • to develop self-worth by identifying positive things about themselves and their achievements • how their personal attributes, strengths, skills and interests contribute to their self-esteem • how to set goals for themselves • how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking
Autumn 2 RELATIONSHIPS	How do we treat each other with respect?	<ul style="list-style-type: none"> • how people's behaviour affects themselves and others, including online • how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return • about the relationship between rights and responsibilities, the rights that children have and why it is important to protect these about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)* • that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination • how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns
Spring 1 HEALTH AND WELL BEING	How can we manage risk in different places?	<ul style="list-style-type: none"> • how to recognise, predict, assess and manage risk in different situations • how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about) • how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence. • how people's online actions can impact on other people

Spring 2 HEALTH AND WELL BEING	How can we manage risk in different places?	<ul style="list-style-type: none"> • how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online • how to report concerns, including about inappropriate online content and contact • that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law
Summer 1 HEALTH AND WELL BEING	How can we manage our feelings?	<ul style="list-style-type: none"> • how everyday things can affect feelings • how feelings change over time and can be experienced at different levels of intensity • the importance of expressing feelings and how they can be expressed in different ways • how to respond proportionately to, and manage, feelings in different circumstances • ways of managing feelings at times of loss, grief and change how to access advice and support to help manage their own or others' feelings
Summer 2 LIVING IN THE WIDER WORLD	How can our choices make a difference to others and the environment?	<ul style="list-style-type: none"> • how people have a shared responsibility to help protect the world around them • how everyday choices can affect the environment • how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity) • the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues • how to show care and concern for others (people and animals) • how to carry out personal responsibilities in a caring and compassionate way
<u>YEAR 5</u>		
Autumn 1 HEALTH AND WELL BEING	What makes up a person's identity?	<ul style="list-style-type: none"> • To recognise and respect similarities and differences between people and identify what they have in common with others, • Understand that there are a range of factors that contribute to a person's identity, • To recognise how individuality and personal qualities make up someone's identity, • To identify stereotypes and understand how they are not always accurate, • To recognise how stereotypes can negatively influence behaviours and attitudes towards others.
Autumn 2 LIVING IN THE WIDER WORLD	How can friends communicate safely?	<ul style="list-style-type: none"> • To recognise the different types of relationships people have in their lives, • To identify how friends and family communicate together, • To know how the internet and social media can be used positively, • To recognise how knowing someone online differs from knowing someone Face-to-face and to recognise the risks involved, • To understand how to stay safe online, • To know how to respond if a friendship is making them feel worried, unsafe or uncomfortable and how to ask for advice. • To recognise what personal safety is and how to protect it.
Spring 1 HEALTH AND WELL BEING	What jobs would we like?	<ul style="list-style-type: none"> • To know a broad range of different jobs and how careers can change and develop over a lifetime, • To recognise the differences between a paid and voluntary job, • Identify the skills, attributes, qualifications and training needed for different jobs, • Recognise pathways into jobs and careers and the influence of decision making in this, • To recognise stereotypes in jobs, • To consider how to choose a career/job for themselves when they are older and the influences on that decision.
Spring 2 RELATIONSHIPS	What decisions can people make with money?	<ul style="list-style-type: none"> • To understand how people make decisions about spending and saving money and what influences them, • To know how to keep track of money including spending and saving, • To understand the choices about ways of paying for things, • To recognise 'the value of money' and what this means to each person, • To recognise the risks associated with money and how it can affect people's emotions.

Summer 1 HEALTH AND WELL BEING	How can we help in an accident or emergency?	<ul style="list-style-type: none"> To be able to carry out basic first aid, To recognise the urgency in a head injury, To know when it is appropriate to use first aid and the importance of seeking adult help, To recognise how to stay calm in an emergency and follow the steps to contact the emergency services.
Summer 2 LIVING IN THE WIDER WORLD	How can drugs common to everyday life affect health?	<ul style="list-style-type: none"> To recognise legal drugs used in everyday life and their impact on health and well-being, To identify the laws and restrictions of legal drugs and how they protect us and others, To understand why people choose to use or not use different drugs and the risks associated with them, To recognise the differences in drug usage, To identify the support available to stop smoking, To identify the support available to stop drug use.
RELATIONSHIPS	Growing Up	<ul style="list-style-type: none"> how puberty relates to growing from childhood to adulthood the importance of hygiene as we grow older
<u>YEAR 6</u>		
Autumn LIVING IN THE WIDER WORLD	How can the media influence people?	<ul style="list-style-type: none"> how the media, including online experiences, can affect people’s wellbeing – their thoughts, feelings and actions that not everything should be shared online or social media and that there are rules about this, including the distribution of images that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions how text and images can be manipulated or invented; strategies to recognise this to recognise unsafe or suspicious content online and what to do about it how to make decisions about the content they view online or in the media and know if it is appropriate for their age range online which is upsetting, frightening or untrue to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have to discuss and debate what influences people’s decisions, taking into consideration different viewpoints
Spring HEALTH AND WELL BEING RELATIONSHIPS	How can we keep healthy as we grow?	<p>how mental and physical health are linked including:</p> <ul style="list-style-type: none"> how to make choices that support a healthy, balanced lifestyle including: how to plan a healthy meal, how to stay physically active, how to maintain good dental health, including oral hygiene, food and drink choices, how to benefit from and stay safe in the sun, how and why to balance time spent online with other how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep, how to manage the influence of friends and family on health choices how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on that anyone can experience mental ill-health and to discuss concerns with a trusted adult that mental health difficulties can usually be resolved or managed with the right strategies and support

	Growing up and Changing	<ul style="list-style-type: none"> • that people have different kinds of relationships in their lives, including romantic or intimate relationships • how puberty relates to growing from childhood to adulthood • the importance of hygiene as we grow older • about the reproductive organs and process - how babies are conceived and born and how they need to be cared for • that there are ways to prevent a baby being made
Summer RELATIONSHIPS	What will change as we become more independent? How do friendships change as we grow?	<ul style="list-style-type: none"> • Be aware of my own self-image and how a positive body image is important • I am aware of the importance of a positive self-esteem and what I can do to develop it • how friendships may change as they grow and how to manage this • how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing