

Reffley RSHE Curriculum

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Overview

At Reffley Academy, we recognise the importance of pupils' understanding in several key areas, including:

- Developing confident and responsible approaches to online gaming and staying safe online.
- Building a deeper appreciation of cultural diversity.
- Exploring the many ways they can positively contribute to the wider community.
- Using precise scientific and subject-specific vocabulary.
- Discovering a wide range of careers and future aspirations.

To support this, our RSHE curriculum at Reffley Academy has been thoughtfully designed as follows:

1. We follow statutory guidance carefully to ensure our curriculum fully meets and enriches all required objectives.
2. High-quality, engaging texts are used to deepen pupils' understanding of themes such as cultural diversity, respect, and inclusion.
3. Every year group is encouraged to play an active role in the wider community, supported through meaningful partnerships with the local community centre.
4. Essential scientific vocabulary is explicitly taught and revisited, supported by clear and comprehensive knowledge organisers.
5. Online safety is prioritised both within the RSHE curriculum and throughout all computing learning sequences, ensuring consistent reinforcement.
6. Annual Careers Days for KS2 pupils, alongside ongoing exploration of job opportunities in all year groups, help broaden aspirations and inspire future pathways.

Intent, Implementation and Impact

Intent	Implementation	Impact
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The intention of the RSHE curriculum is to ensure all children: • are able to discuss and have a clear understanding of safeguarding at a level appropriate for their age. • are aware of ways to keep themselves healthy including physical and mental health in order to keep themselves and others healthy in the future. • are able to keep themselves safe online and to know how to recognise when they might need support. • are able to discuss and celebrate differences and the importance of showing respect for others. • are aware of what a positive relationship is and how to maintain one. • have a basic understanding of first aid and how to treat common injuries.	Implementation: • Objectives have been broken down into four main areas: Relationships, Keeping safe, Understanding the law and Wellbeing. • Within each area, objectives have been further broken down into key teaching points to ensure progression and precise content. • Sequences of learning are taught as a block of lessons with the exception of reception where it is taught through continuous provision. • Whole school days will take place to celebrate events such as world children's day, money sense and online safety day. • RSHE is constantly reinforced through assemblies, circle times and is adapted to cover any current local or national issues. • Sequences of learning are planned carefully considering what learning has taken place before and what will follow. • Assessment is used at the end of each sequence of learning. This is a list of names determining which children are working at age related expectations and those that are working towards and at greater depth. • Knowledge organisers are used in two ways: 1. Shared with parents to inform of new learning and to encourage engagement. 2. Used to learn vocabulary and as a vital reference tool in lessons.	Know more • Children's prior knowledge including vocabulary is discussed before a new sequence of learning is taught. • Clear expectations of knowledge to be gained within a sequence of learning are included within knowledge organisers. • Key vocabulary for each area is explicitly taught. • Children are encouraged to use the correct vocabulary within lessons and this is modelled by the teacher. • The four main areas are repeated within each year group with clear progression. Do more • Visitors enhance knowledge about a topic such as police visits and specialist visitors used to teach the delivery of first aid. • Links have been made with the community centre to allow older children the opportunity to help support community based projects. • Whole school focus days allow for the opportunity to extend knowledge. • Books are used to support the delivery of RSHE and help children to understand messages in an age appropriate way. This can be seen in the classrooms and the library. Remember more • Children make connections with previous learning from reception to year 6 and build upon these skills. • Children will be encouraged to refer to their knowledge organisers to help them remember information throughout the year.
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• are aware of the fundamental British values and ways these can be upheld.		
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Overview of what is taught and progression of skills

Year				
EYFS	Relationships	Keeping Safe	Understanding the law	Wellbeing
	How can I be a good friend? How can I make other children feel happy? How can I play nicely with others? How can adults at school help me?	How can I play safely? How can I keep safe at school? How can I keep safe at school?	What are consequences? What are rules? What can I do if I'm feeling big emotions? Who are the police and how do they help us?	How can I be a germ buster? How does exercise help me? How does food help me?
Y1	Relationships	Keeping Safe	Understanding the law	Wellbeing
	Why are safe hands important? - Learn what is meant by safe hands. - Identify safe and unsafe hands. - Think about why children might forget to use safe hands. What is bullying? - Learn what the word bullying means. - Identify behaviours that could make other children feel sad. - Think about why children might bully others. - Demonstrate empathy and respect. How can I be an ally? - To learn what an ally is. - Learn why it's important	How can I use things at home safely? - Learn what different items we have in our homes. - Learn which are safe and which could be unsafe. - Consider decisions we can make to keep ourselves safe. - Develop skills of decision making and understanding risk. What is private information? - Learn what private means. - Learn what information mean. - Consider what information should and shouldn't be kept private. - Develop skills of understanding risk.	What is 999? - Learn why 999 is a special number. - Practice using 999 - Develop the understanding of risk. How can I be responsible? - Learn what responsibility means. - Consider why being responsible isn't always easy. - Consider why being responsible is important. - Develop skills of respect and empathy. What can happen when rules are broken? - Learn what rules are. - Consider what can	How can I be an empathy expert? - Learn what empathy means. - Consider what can make us feel happy and sad in the classroom. - Consider how we can be empathy experts. - Develop skills of empathy. How can I share my feelings? - Learn about different feelings? - Learn about how we can show comfortable and uncomfortable feelings? - Consider why using words to show our feelings is a good idea. - Demonstrate self- worth and empathy. What do feelings feel like?

	to be an ally. - Consider how people can be an ally. - Develop skills of respect and empathy. How can I make friends? - To learn how to make new friends. - Consider why some people find it tricky to make new friends. - Consider how we can be friendly friends. - Develop skills of resilience. Why is name calling unkind? - Learn why names are important. - Learnt what nicknames are and why they have special rules. - Consider how unkind names can make people feel. - Develop skills of respect. What is my friends are making me feel sad? - Learn about how friendships can change. - Identify how our friends can make us feel happy or sad. - Think about what we can do if our friends make us	Who are my trusted adults? - Learn what is meant by the word trust. - Consider why it is important to have adults we can trust. - Identify who our trusted adults are. - Consider the importance of respect. How can I keep safe in new places? - Learn what is meant by the word risk. - Learn how we can keep ourselves safe in new situations. - Consider the things that make us feel safe. - Consider the importance of understanding risk. How can I speak up? - Learn why it's important to speak up when we are worried. - Identify what makes us feel certain emotions. - Consider what we can do to get help with our emotions. - Consider the importance of informed decision-making.	happen when rules are broken. - Develop skills of decision making. What do police do? - Learn what a police officer does day to day. - Discuss how a police officer helps during emergencies, makes sure people are following the law and keep people safe. - Develop skills of empathy and respect. Why have different rules in different places? - Learn why rules are important. - Discuss why having different rules in different places is a good thing. - Demonstrate skills of respect.	- Learn about different feelings. - Learn about comfortable and uncomfortable feelings. - Consider what feelings do to our bodies. - Demonstrate self-worth. What makes me special? - Learn what makes us special. - Consider ways in which we are all unique. - Consider what we are good at and what we like and dislike. - Develop skills of self-worth.
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	sad. - Demonstrate self worth.	Growing up- the human life cycle - Introduce the concept of the human life cycle. Pupils begin to understand how we grow and change as we get older. Everybody's body - To learn the correct terminology for male and female genitalia. It is important for younger pupils to know how to name body parts correctly as this contributes to safeguarding – helping them to take care of their bodies and keep themselves safe.		
Y2	Relationships How do I share families worries? - Learn about what the word family means. - Identify the different ways our family can make us feel? - Think about what we can do if our family is making us feel worried. - Demonstrate self-worth and understanding risk. How are we the same? How are we different? - Learn how we are the	Keeping Safe What are different types of meetings? - Learn what different types of meetings there are. - Consider how these meetings make us feel. - Learn how we can keep ourselves safe when meeting people. - Develop skills of understanding risk. What are medicines? - Learn what medicines are. - Learn how medicines can	Understanding the law What are needs and wants? - Learn what is meant by needs and wants. - Learn how needs and wants change over time. - Consider why people might save money. - Develop skills of future planning. What is a job? - Learn what a job is. - Learn why people have jobs. - Consider jobs we might	Wellbeing How can I deal with change? - Learn about different tryoes of change. - Learn how change can make us feel. - Consider what we can do if change is making us feel sad or worried. - Develop skills of self worth and empathy. How can I look after my body? - Learn why looking after our body is important. - Learn how a healthy diet,

	same as each other. - Learn how we are different from each other. - Consider why differences are a good thing. - Develop skills of respect and empathy. How can I work with different people? - Learn about working with different people - Consider why some people find this exciting and others find it hard. - Consider how we can try and feel brave when things change. - Develop skills of resilience. What is a family? - Learn what families are. - Learn how families can be different. - Consider how members of our family make us feel. - Develop skills of respect. Why are relationships important? - Learn what relationships are. - Consider why relationships are important. - Consider our own relationships. - Develop skills of respect.	help us. - Consider how we can take medicines safely. - Develop skills of understanding risk. What are private body parts? - Learn what private means. - Learn what private parts are. - Consider how we can keep private parts, private. - Develop skills of respect. What is fire safety? - Learn about fire safety. - Consider how to make safe decisions. - Learn what 999 is. - Develop skills of understanding risk. How can I keep safe online? - Learn what is meant by the word online. - Consider why it is important to keep safe online. - Identify examples of safe online activity. - Consider the importance of understanding risk.	like. - Develop skills of future planning. What is money? - Learn what money is? - Learn how people get money and spend money. - Consider how we can look after money. - Develop skills for future planning and understanding risk. What is the internet? - Learn what the internet is and what it is used for? - Learn how to keep safe when using the internet. - Consider why the internet could be unsafe or confusing. - Develop skills of understanding risk and fact finding. Why does age matter? - Learn what age restriction law is. - Discuss why age restriction laws are important. - Develop our understanding of risk.	exercise, and correct hygiene can help our bodies. - Consider how we can keep our bodies healthy. - Develop skills of informed decision making and self-worth. What are the risks of video gaming? - Learn that video games can be fun however they also have risks. - Learn what can happen if we play video games far too long. - Learn ways to keep gaming safe, balanced and fun. - Develop our skills for understanding risk. What does it mean to be healthy? - Learn what being healthy means. - Learn the difference between physical and emotional health. - Consider how we can keep ourselves healthy. - Develop skills of informed decisions making and self worth. When do I need to take a break? - Learn why taking a break is important. - Learn about different ways
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				we can take a break. - Consider how we like to take a break. - Develop skills of resilience. Why is sleep important? - Learn why sleep is important. - Learn why rest is important. - Consider what we can do to help our bodies sleep and rest. - Develop skills of informed decision making.
Y3	Relationships What do we mean by consent in friendships? - Learn what is meant by consent. - Explore what permission seeking and permission given means to us. - Understand that they may feel conflicting emotions when seeking and giving permission. - Develop skills of informed decision-making. What is bullying? - Learn what is meant by bullying. - Explore the difference between bullying and falling out.	Keeping Safe What do we mean by risk? - Learn what is meant by risk. - Explore what risk means to us. - Learn about the importance of asking questions when in risky situations. - Learn what is meant by gut feeling and explore our own gut feelings. - Develop skill of informed decision-making. What are emergency services? - Learn what the emergency services are and what they do. - Learn how to make a call to the emergency services.	Understanding the law How do we enforce the law? - Understand the role of the police. - Learn about police powers and why they might be used. - Consider how people might feel if they are stopped by the police. - Consider why it is important to make informed decisions. How can I be responsible citizen? - Understand what is meant by a responsible citizen. - Consider the type of person we want to be. - Consider why doing the	Wellbeing How can intense feelings? - Learn how to recognise and describe a range of intense feelings. - Learn that how we feel can affect how we behave. - Reflect to judge when our feelings or behaviour might not be proportionate. - Develop our empathy and resilience. How can vaccinations support our health? How does school help me? - Learn the different ways school helps us learn, grow and feel safe. - Learn about the people that help us in school and how

	- Review different scenarios- which may or may not be bullying. - Discuss way to be an upstander- not a bystander. - Formulate a class charter about how we should treat others. - Develop skills of informed decision-making. How should we treat people? - Learn about how people in the home should behave towards each other. - Discuss why it can be difficult to talk about problems at home. - Challenge ideas that everything happening at home should. - Reflect on the importance of making informed decision and having empathy towards others. What can I do when friendships go wrong? - Learn what friendship means. - Consider when friendships can be tricky. - Consider what to do if friendships go wrong.	- Demonstrate respect. How can I share my worries? - Consider how different people respond to feeling worried. - Consider why it is important to share our worried with others. - Learn about the different people and places that we can go to for appropriate support. - Develop our skills of fact finding. What are emergency situations? - Learn what an emergency is and the different types of emergencies there are. - Consider what we need to do during a fire alarm, invacuation and during a medical emergency. - Consider why it is important to follow instructions from our trusted adults. - Develop our skills of understanding risk. When should I break a secret? - Learn about different types of secrets. - Consider what safe secrets are and how these might	right thing is not always easy. - Develop our personal responsibility plan of action. - Consider why it's important to make informed decisions. What is the law and why do we have it? - Consider why rules are important. - Explore the differences between rules and laws. - Understand what the law is. - Explore the potential impact and consequence of breaking the law. - Evaluate the importance of respecting others. What are children's rights? - Learn about what human rights are and why they are important. - Learn about the special extra rights that children have. - Consider how we can help ourselves and others enjoy our rights. - Develop our skills of respect and	they support us. - Reflect on what we enjoy about school and what makes us feel happy and confident. - Develop our fact finding skills. What am I good at? - Learn to identify what our strengths and qualities are. - Learn that everyone has different talents and strengths. - Learn to value and appreciate our own abilities and those of others. - Develop our self-worth. What is mental health? - Learn what mental health means and how it can change over time. - Learn who we can talk to when we feel worried, sad, or need help. - Consider ways to look after our mental health. - Develop skills of self worth and resilience. What words can I use to talk about my feelings? - Learn that there are a wide range of emotions we can experience. - Learn how to recognise and
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	- Develop our skills of informed decision making. Who are my key people? - Learn about why key people are important. - Consider how different key people can help us in different ways. - Consider who our key people are. - Develop our skills of self-worth.	feel. - Consider what unsafe secrets are and how these might feel. - Develop our skills of informed decision making.	responsibility.	talk about emotions using a varied vocabulary. - Learn strategies such as talking about feelings that can help. - Develop our empathy and resilience.
Y4	Relationships what is discrimination? - Learn about discrimination. - Discuss why it is wrong. - Consider ways that we can be more inclusive. How can we be role models? - Learn what is meant by 'role model'. - Explore what makes someone a role model. - Consider how we can be role models. - Evaluate our self worth and respect. What is a healthy friendship? - Learn what is meant by a healthy friendship.	Keeping Safe How can we keep safe on the road? - Share what we already know about road safety. - Explore scenarios that could cause us to be unsafe when using the road. - Evaluate our personal road safety awareness. - Set road safety goals. - Demonstrate informed decision-making. - How can I keep safe in my local area? - Learn ways to keep safe in our local area.	Understanding the law What are protected characteristics? - Learn about protected characteristics. - Consider our identity. - Discuss how we can be peer educators. - Reflect on how we can demonstrate respect towards others. What is a hate crime? - Learn about hate crime. - Explore the difference between crime and hate crime. - Consider how our actions can be a force for good.	Wellbeing How can I be a hygiene hero? - Learn why hygiene is important for staying healthy. - Learn to identify daily hygiene habits that keep themselves and others safe. - Learn to appreciate the similarities and differences between people. - Develop our skills for understanding risk. How do my choices help me to be healthy? - Learn to identify how different choices impact health.

	- Explore ways I can express my feelings. - Consider what makes a healthy friendship and how I can be a good friend. - Develop skills of self-worth and empathy. What is diversity? - Learn what diversity means. - Explore the benefits of diversity within school, family and local communities. - Learn what is meant by prejudice and discrimination and why we should report these. - Develop skills of respect. What is peer influence? - Learn what is meant by peer influence. - Explore how peer influence can be good and bad. - Consider how we can deal with peer influence, including how	- Explore scenarios and consider how the characters can keep safe. - Consider local places that we go to and how we can keep ourselves safe. - Develop our skills of understanding risk and decision making. What are hazards in the home? - Learn the meaning of 'hazard'. - Explore different hazards in the home and why they can be dangerous. - Learn how we can keep ourselves safe around these hazards. - Develop skills of understanding risk and decision making. What is first aid? - Learn what first aid means. - Explore different reasons why people might need first aid. - Consider what we should and shouldn't do in a first aid situation.	- Reflect on how we can demonstrate respect towards others. How can I respect my environment? - Learn what respect means. - Explore different ways that people can demonstrate respect. - Consider how we can show respect for shared spaces and those in them. - Develop skills of respect and empathy. What can I be? - Learn what jobs and careers are and that there are different types of jobs. - Explore different reasons for choosing jobs, including how having stereotypes can impact decisions. - Consider different ways that people can prepare for the world of work.	- Learn to explain how healthy and unhealthy choices impact our body and mind. - Learn on our own daily choices and set health goals. - Develop our fact-finding skills. How does school build my character? - Learn to identify what is meant by character. - Learn different ways that school helps develop character. - Reflect on your own experiences in school that have helped develop your character. - Develop our self worth. What are healthy habits? - Learn what a habit is and how habits are formed. - Learn to recognise healthy habits that support physical and mental wellbeing. - Learn to understand how small daily choices build daily habits.
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	we influence others in a good way. - Develop skills of respect and self-worth. Who makes up my communicate? - Learn what community means. - Explore the different people and groups that make up communities. - Consider how we can contribute and demonstrate responsibility towards communities. - Develop skills of respect.	- Develop skills of decision making. Who do I encounter? - Learn what encounters mean. - Explore the difference between planned encounters, unexpected encounters and new encounters. - Learn how we can keep ourselves safe during different encounters. - Develop skills of understanding risk Time to change (Medway) - Introduce the concept of puberty and explores some external changes that happen to the body, as well as supporting pupils to identify and label key body parts. Menstruation and wet dreams (Medway) - explore the external and internal changes that	- Develop our skills of future planning.	- Develop our fact-finding skills. Why is food fuel? - Learn to identify different food groups and how they provide energy. - Learn to explain how our bodies use food. - Learn the importance of having enough food for a healthy lifestyle. - Develop our fact-finding skills. What is my body trying to tell me? - Learn to recognise some common signs that show the body might be unwell. - Learn that its normal for our bodies to feel different sometimes and know when to ask for help. - Learn who we can ask for support with our health. - Develop our fact-finding skills. -
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		happen to the body during puberty, including menstruation and wet dreams.		
Y5	Relationships	Keeping Safe	Understanding the law	Wellbeing
	what is grooming? - Learn what is grooming. - Reflect on the difference between surprises and secrets. - Discuss who to speak to in a difficult situation. - Discuss possible solutions to grooming situations. - Create, as a class, 10 top tips for keeping ourselves safe. How can my adult relationships affect my future? - Learn what a role model is. - Learn how role model influence can be positive or negative. - Consider who we view as role models and why. - Develop skills of respect and self worth. How do words have power?	How can we use our phones sensibly? - Evaluate the use of mobile phones. - Identify and explain solutions to potential problems. - Learn how to use a mobile phone safely and smartly. - Demonstrate skills of respect and fact-finding. How can we keep our things safe? - Learn what is meant by crime prevention. - Learn tips that we can use to support crime prevention. - Demonstrate skills of understanding risk and informed decision-making. What are deep fakes?	How do rules help our community? - Learn about different communities we are a part of. - Learn about different rules and laws that help our communities. - Consider what the impact can be if these laws are not followed. - Develop skills of respect and empathy. What can and can't I do on the internet? - Learn what children can do whilst using the internet. - Learn what restrictions apply to children when using the internet. - Consider why these restrictions exist.	How might drugs and alcohol make people feel? - Learn to recognise how alcohol, drugs and medicines can affect how people feel and behave. - Learn about the age restrictions for drugs and alcohol and why they exist. - Learn about how to get help if you are worried about drugs or alcohol. - Develop our skills for understanding risk. How might being online impact the way I feel? - Learn to recognise how online activity can affect wellbeing. - Learn how to balance screen time with other activities.

	- Learn how words can have a positive and negative impact. - Learn the difference between physical and emotional hurt. - Consider how we can use our words kindly. - Develop our skills of self worth and respect. What are my personal boundaries? - Learn what personal boundaries are. - Consider how and why there are different types of boundaries. - Explore how differing boundaries can be respected. - Develop skills of empathy, self-worth and respect. What are online friendships? - Learn what friendship is. - Consider how we can trust our friends. - Learn about online friendships.	- Learn what deep fakes and artificial intelligence are. - Explore different types of deep fakes and the reasoning for them. - Learn how we can protect ourselves from deep fakes. - Develop skills of fact finding. What are the risks with money? - Learn about the different ways to pay for things. - Explore the risks associated with money. - Learn how we can make safe and respectful decisions about money. - Develop skills of understanding risk. What do I know about drugs? - Learn what drugs are. - Learn facts about medicines, alcohol and nicotine. - Consider how to make informed decisions about drugs.	- Develop skills of understanding risk What is gambling? - Learn what gambling is. - Learn what the law says about gambling. - Consider the dangers of gambling. - Develop skills of understanding risk.	- Reflect strategies to look after our emotions while being online. - Develop our resilience skills and self-worth. How might my activity levels impact the way I feel? - Learn how physical activity affects the body and the brain. - Learn the connection between movement and emotions. - Reflect on personal activity levels and how they impact feelings of well-being. - Develop our fact-finding skills and self-worth. How might puberty impact the way I feel? - Learn that puberty brings emotional as well as physical changes. - Learn to identify a range of feelings that may arise during puberty. - Learn healthy strategies for managing new and strong emotions.
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	- Develop skills of understanding risk. What is media influence? - Learn what the media is. - Explore how the media can influence us positively and negatively. - Learn to be more self aware of media influence. - Develop skills of fact finding and decision making. What is peer pressure? - Learn what is meant by peer pressure. - Explore what might or might not be discrimination. - Understand that discrimination is wrong. - Develop skills of informed decision making.	- Develop skills of fact finding and decision making. Why are our special people important? - Learn why our special people are important. - Explore how our special people can help us. - Consider how we can be a positive special person to others. - Develop skills of self worth. What is media literacy? - Learn about the different types of media and what media literacy is. - Learn that online content can be personalised or targeted. - Reflect on what we enjoy about school and what makes us feel happy and confident. - Develop our fact finding skills.		- Develop our fact-finding skills and self-worth. How might school impact the way I feel? - Learn to identify the different feelings, we might experience at school. - Learn how different school situations might impact how I feel. - Learn positive ways to manage difficult feelings at school. - Develop our skills of resilience. What is my personal identity? - Learn the meaning of personal identity. - Learn that identity is shaped by many different factors. - Learn to appreciate the similarities and differences between people. - Develop our self-worth and respect skills. Personal hygiene (Medway) - focus on the importance of personal hygiene and explores ways to manage
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				some of the physical changes that occur during puberty including the different products that can be used. Emotions and feelings (Medway) - focuses on emotional changes during puberty, and where pupils can find help and support for the physical and emotional changes experienced.
Y6	Relationships How can I get ready for secondary relationships? - Learn what new relationships may look like at secondary school. - Consider our feelings about new secondary relationships. - Consider how we can deal with any negative feelings. - Develop skills of future planning. How can we be allies against racism? - Learn what the word ally means.	Keeping Safe What is the issue with addiction? (vaping and smoking) - Understand what is meant by addiction. - Consider how addiction can start and take hold. - Consider the impacts of addiction. - Develop our own knowledge of addiction. What is spiking? - Learn what is meant by spiking. - Consider the impact of being spiked. - Understand the different ways you can be spiked.	Understanding the law What is shop theft? - Understand what is meant by theft from shop. - Consider how theft from shop impacts us. - Consider how peer pressure can influence us. - Develop an understanding of how our words can impact on people. What is anti-social behaviour? - Consider how we behave around others. - Learn what is meant by 'anti-social behaviour'.	Wellbeing How can I manage moving to high school positively? - Learn how to recognise feelings relating to change. - Learn coping strategies to handle change and build confidence. - Reflect on how to handle big feelings. - Develop our skills of resilience. How can I re-frame my thinking? - Learn how to recognise negative thinking patterns. - Learn the difference between fixed and growth mindset.

	- Learn key words and definitions to do with racism. - Consider how we can be an ally against racism. - Develop our skills of respect and empathy. How can we challenge sexism? - Learn what sexism means. - Consider what sexism may look like. - Consider how we can challenge sexism. - Develop our skills of respect and empathy. How can we respect different relationships? - Learn about different types of relationships. - Consider how relationships might be different to one another. - Consider why it is important to respect other people's relationships. - Develop our skills of respect.	- Reflect on longer-term impacts that might come from being spiked. How is my data shared? - Learn what online data is. - Learn how and why online data is shared. - Consider our digital footprint. - Develop our skills of decision making and understanding risk Why does media have age restrictions? - Learn what age restrictions are. - Consider why age restrictions exist. - Consider decisions we can make about our media usage. - Develop our skills of decision making. Bonfire night & Firework safety (to be taught in November) - Learn about the history of fireworks and the tradition of Bonfire Night.	- Consider the impact of anti-social behaviour. - Develop our skills of empathy and informed decision-making. What are the different types of crime? - Consider what is meant by the term 'crime'. - Explore different types of crimes. - Evaluate the impact that different crimes can have on people. - Consider how we can be respectful of others. - Consider how our actions could impact our future. What does the law say about legal drugs? - Learn what legal drugs are. - Learn about the dangers of legal drugs. - Consider how we can make decisions about legal drugs.	- Learn how to reframe negative thinking by using a growth mindset. - Develop our skills of resilience. How can I seek support for my mental health? - Learn what mental health means. - Learn how to identify a range of emotions and how they can impact well-being. - Learn practical ways to support our own mental health including seeking help and support. - Develop our skills of resilience. What does adulthood look like? - Learn what the law says about who is an adult. - Learn about the rights and responsibilities of adults. - Reflect on aspirations and hopes for the future. - Develop skills of future planning. What is grief?
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	What is a debate? - Learn what a debate is. - Learn what a debate should and shouldn't include. - Develop our debating skills. - Develop skills of respect. What is my relationship with authority? - Learn what authority means. - Consider how authority can make us feel. - Consider how we can deal with situations involving authority. - Develop our skills of respect.	- Consider how we can enjoy fireworks safely and responsibly, especially on 'Bonfire Night'. - Develop our skills of empathy. - Develop our skills of respect. Halloween: Trick or Treat? - Learn about the tradition of Halloween. - Consider how we can enjoy the day safely and responsibly. - Develop our skills of empathy. - Develop our skills of respect. Puberty recap (Medway) - consolidate pupils' previous learning about puberty. How a baby is made (Medway) - includes sex education and lays an important foundation for pupils' learning in Relationships and Sex Education at secondary school. It focuses on the features of	- Develop skills of fact finding and decision making. What does the law say about marriage? - Learn what the law says about marriage. - Learn who can and cannot get married. - Learn the difference between arranged marriage and forced marriage. - Develop skills of fact finding. What is a weapon? - Learn what a weapon is. - Learn who can and cannot carry a weapon. - Consider why young people might carry a weapon. - Develop our skills of understanding risk.	- Learn to define grief and understand it is a natural response to loss. - Learn to recognise different emotions people may feel when grieving. - Learn healthy ways to cope with and express grief. - Develop our empathy skills.
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		loving relationships, including the importance of consent, how a baby is made and an introduction to the concept of pregnancy.		
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Keeping safe

First aid:

At Reffley Academy we are fortunate to work with CC1 Norfolk who deliver an in-depth first aid course based around the key skills of Resilience, Self-Esteem, Courage, Well-being and Community. To accomplish this we use First Aid, Navigation Skills, Community projects and Problem-Solving activities across years EYFS-6.

Working with the community:

The children at Reffley have been working in the community. We have been litter picking, singing to the elderly in a care home and welcoming visitors to our school. We are proud of our community at Reffley Academy and the connections we have made.

Statutory Guidance	Pol Ed
Families and people who care for me:	
That families are important for children growing up safe and happy because they can provide love, security and stability.	Year 1: Who are my trusted adults? Year 1: How can I share my feelings? Year 3: Who are my key people? Year 2: what is a family? Year 3: who are my key people? Year 5: Why are our special people important?
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.	Year 1: Who are my trusted adults? Year 2: What is a family? Year 3: Who are my key people? Year 5: Why are our special people important?
That the families of other children, 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.	Respect passport lessons Year 2: How are we the same? How are we different? Year 2: What is a family? Year 4: What is diversity? Year 5: Why are our special people important? Year 6: How can we respect different relationships?
That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.	Year 1: Who are my trusted adults? Year 3: Who are my key people? Year 5: Why are our special people important?
That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	Year 6: What does the law say about marriage?
How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	Year 1: Who are my trusted adults? Year 1: what if my friends are making me feel sad? Year 1: How can I share my feelings? Year 2: How do I share family worries? Year 3: How can I share my worries? Year 3: When should I break a secret?

Statutory Guidance	Pol Ed
Caring friendships:	
How important friendships are in making us feel happy and secure, and how people choose and make friends.	EYFS How can I be a good friend? EYFS: How can I make other children feel happy? Year 1: How can I make friends? Year 4: What is a healthy friendship? Year 5: What are online friendships? Year 6: How can I get ready for secondary relationships?
That healthy friendships are positive and	Anti-bullying week assembly Empathy

welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.	passport lessons Respect passport lessons EYFS: How can I be a good friend? EYFS: How can I make other children feel happy? Year 1: What is bullying? Year 1: What if my friends are making me feel sad. Year 4: What is a healthy friendship?
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.	Year 1: What do feelings feel like? Year 1: how can I make friends? Year 1: What if my friends are making me feel sad? Year 6: How can I get ready for secondary school?
The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.	Respect passport lessons EYFS: How can I be a good friend? EYFS: How can I make other children feel happy? Year 4: What is a healthy friendship?
That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.	Year 1: What if my friends are making me feel sad? Year 3: how should we treat people? Year 3: What can I do when friendships go wrong? Year 4: What is a healthy friendship?
How to manage conflict, and that resorting to violence is never right.	Anti-bullying week assembly EYFS: How can I play nicely with others? EYFS: What can I do if I'm feeling big emotions? Year 1: What is bullying? Year 3: How should we treat people? Year 3: What is bullying? Year 3: How can I share my worries?
How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.	Anti-bullying week assembly EYFS: How can I play nicely with others? Year 1: what if my friends are making me feel sad? Year 3: How can I share my worries? Year 3: When should I break and secret? Year 3: What words can I use to talk about my feelings? Year 4: What is peer influence? Year 5: What is peer pressure?

Statutory Guidance	Pol Ed
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 balance the needs and wishes of different people in relationships and why this can be complicated.	Empathy passport lessons Respect passport lessons EYFS: How can I play nicely with others? Year 1: How can I be an empathy expert? Year 2: How can I work with different people? Year 3: How should we treat people? Year 6: What is my relationship with authority?

The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.	EYFS: How can I play nicely with others? Year 1: What if my friends are making me feel sad? Year 1: what are my body parts? Year 2: What are private body parts? Year 3: What do we mean by consent in friendships? Year 4: What is a healthy friendship? Year 4: What is peer influence? Year 5: What are my personal boundaries?
How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.	EYFS: What can I do if I'm feeling big emotions? Year 1: What if my friends are making me feel sad? Year 1: How can I share my feelings? Year 3: What can I do when friendships go wrong? Year 3: How can I share my worries? Year 3: What words can I use to talk about my feelings. Year 5: What are my personal boundaries? Year 6: What is a debate?
Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.	Self-worth passport lessons Year 1: How can I speak up? Year 4: What is peer influence? Year 5: What are my personal boundaries?
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, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.	Anti-bullying week assembly Respect passport lessons EYFS: How can I be a good friend? Year 1: Why are safe hands important? Year 1: How can I be an ally? Year 2: How are we the same? How are we different? Year 3: How should we treat people? Year 4: What is discrimination? Year 4: What is diversity? Year 4: What are protected characteristics? Year 5: How do words have power? Year 6: How can we challenge sexism? Year 6: How can we be allies against racism? Year 6: How can we respect different relationships?
Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships	EYFS: How can I be a good friend? EYFS: How can I make other children feel happy? EYFS: How can I play nicely with others? Year 1: How can I make friends? Year 1: What if my friends are making me feel sad? Year 1: How can I be an empathy expert? Year 2: How can I work with different people? Year 3: What can I do when friendships go wrong? Year 4: What is a healthy friendship?

	Year 5: How can my adult relationships affect my future? Year 6: What is my relationship with authority? Year 6: How can I get ready for secondary relationships?
The conventions of courtesy and manners.	Respect passport lessons Empathy passport lessons EYFS: How can I play nicely with others? Year 1: Why is name calling unkind? Year 1: why have different rules in different places? Year 2: How can I work with different people? Year 3: How should we treat people? Year 3: How can I be a responsible citizen? Year 4: How does school build my character? Year 5: How do words have power?
The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.	Happy mind, happy you assembly Self-worth passport lessons Year 1: What makes me special? Year 3: What am I good at? Year 4: What can I be? Year 4: How does school build my character? Year 5: What is my personal identity? Year 6: What does adulthood look like?
The 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.	Anti-bullying week assembly Passport lessons EYFS: How can I play nicely with others? Year 1: Why is name calling unkind? Year 1: What is bullying? Year 1: How can I be an ally? Year 3: What is bullying? Year 3: How can I share my worries? Year 4: What is peer influence? Year 5: How do words have power? Year 5: How can we use our phones sensibly? Year 5: What can and can't I do on the internet?
What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.	Year 4: What is discrimination? Year 4: What is diversity? Year 4: What is hate crime? Year 6: How can we challenge sexism? Year 6: How can we be allies against racism?
How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.	EYFS: How can adults at school help me? EYFS: Who are the police and how do they help us? Year 1: How can I speak up? Year 1: Who are my trusted adults? Year 2: How do I share family worries? Year 3: How can I share my worries? Year 3: What words can I use to talk about my feelings? Year 3: how does my school help me? Year 3: How should I break a secret?

Statutory Guidance	Pol Ed
Online safety and awareness	
That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.	Keeping safe online assembly Respect passport lessons Year 3: When should I break a secret? Year 4: What is peer influence? Year 5: What are online friendships? Year 5: What is grooming? Year 5: How can we use our phones sensibly? Year 5: What can and can't I do on the internet? Year 5: How might being online impact the way I feel?
How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.	Keeping safe online assembly Year 2: How can I keep safe online? Year 3: When should I break a secret? Year 5: What are online friendships? Year 5: What is grooming? Year 5: How can we use our phones sensibly? Year 5: What are deep fakes?
That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.	Year 5: What can and can't I do on the internet? Year 5: How might being online impact the way I feel? Year 5: What is grooming? Year 5: What are online friendships? Year 6: Why does media have age restrictions?
The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.	Keeping safe online assembly Year 1: What is private information? Year 5: What are online friendships? Year 5: What is grooming? Year 5: How can we use our phones sensibly?
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	Keeping safe online assembly Respect passport lessons Year 1: What is private information? Year 2: How can I keep safe online? Year 5: What are online friendships? Year 5: What is grooming? Year 5: How can we use our phones sensibly? Year 5: What can and can't I do on the internet? Year 5: How might being online impact the way I feel?
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.	Keeping safe online assembly Year 2: How can I keep safe online? Year 5: What are online friendships? Year 5: What is grooming? Year 5: How can we use our phones sensibly? Year 5: What are deep fakes? Year 6: Why does media have age restrictions?

Statutory Guidance	Pol Ed
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, resources etc.	Keeping safe online assembly EYFS: How can I play nicely with others? EYFS: How can I play safely? Year 1: Why are safe hands important? Year 1: What is private information? Year 2: How can I work with different people? Year 2: What are private body parts? Year 3: What do we mean by consent in friendships? Year 4: What is a healthy friendship? Year 5: What is peer pressure? Year 5: What are my personal boundaries?
The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe	EYFS: How can adults at school help me? Year 1: What is private information? Year 2: How do I share family worries? Year 3: How can I share my worries? Year 3: When should I break a secret?
That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact	EYFS: How can I play nicely with others? EYFS: Who are the police and how do they help us? Year 1: Why are safe hands important? Year 2: What are private body parts? Year 2: What do we mean by consent in friendships? Year 5: What are my personal boundaries?
How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.	EYFS: How can adults at school help me? EYFS: Who are the police and how do they help us? Year 1: Who are my trusted adults? Year 2: What are different types of meetings? Year 4: Who makes up my community? Year 4: Who do I encounter? Year 5: What is grooming? Year 5: What are online friendships?
How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.	EYFS: How can adults at school help me? EYFS: Who are the police and how do they help us? Year 1: What is bullying? Year 1: Who are my trusted adults? Year 3: Who are my key people? Year 3: What is bullying? Year 4: Who do I encounter? Year 5: What is grooming? Year 5: What are online friendships?
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.	EYFS: How can adults at school help me? EYFS: Who are the police and how do they help us? Year 1: How can I speak up? Year 1: How can I share my feelings? Year 2: How do I share family worries?

	Year 2: How can I keep safe online? Year 3: How can I share my worries? Year 3: What words can I use to talk about my feelings? Year 5: How might school impact the way I feel?
How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.	EYFS: How can adults at school help me? EYFS: Who are the police and how do they help us? Year 1: How can I speak up? Year 1: Who are my trusted adults? Year 1: How can I share my feelings? Year 1: What is 999? Year 1: What do the police do? Year 2: How do I share family worries? Year 3: What words can I use to talk about my feelings? Year 3: How can I share my worries? Year 3: Who are my key people?

Statutory Guidance	Pol Ed
General wellbeing	
The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation	PE curriculum EYFS: how does exercise help me? EYFS: How can I make other children feel happy? Year 2: What does it mean to be healthy? Year 2: How can I look after my body? Year 2: Why is sleep important? Year 2: When do I need to take a break? Year 2: Why are relationships important? Year 3: what am I good at? Year 4: What are healthy habits? Year 4: How do my choices help me to be healthy? Year 5: How might my activity levels affect the way I feel? Year 6: How can I seek support for my mental health?
The importance of promoting general wellbeing and physical health.	Children's mental health week assembly Year 1: How can I share my feelings? Year 2: When do I need to take a break? Year 2: What does it mean to be healthy? Year 2: Why is sleep important? Year 2: How can I look after my body? Year 3: What is mental health? Year 3: What words can I use to talk about my feelings. Year 4: What are healthy habits? Year 4: How can my choices help me to be healthy? Year 5: How might my activity levels affect the way I feel? Year 6: How can I seek support for my mental

	health?
The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.	Zones of regulation EYFS: what can I do if I'm feeling big emotions. Year 1: What do feelings feel like? Year 1: How can I share my feelings? Year 2: How can I deal with change? Year 3: What is mental health? Year 3: What words can I use to talk about my feelings? Year 3: How can intense feelings feel? Year 5: How might puberty impact the way I feel? Year 5: How might being online impact the way I feel? Year 5: How might school impact the way I feel? Year 6: How can I seek support for my mental health? Year 6: how can I reframe my thinking? Year 6: What is grief?
How to recognise feelings and use a varied vocabulary to talk about their own feelings.	EYFS: What can I do if I'm feeling big emotions? Year 1: What do feelings feel like? Year 1: How can I share my feelings? Year 1: How can I be an empathy expert? Year 1: What if my friends are making me feel sad? Year 1: Why is name calling unkind? Year 2: How can I deal with change? Year 3: How can I share my worries? Year 3: What is mental health? Year 3: What words can I use to talk about my feelings? Year 3: What can intense feelings feel like? Year 4: What is a healthy friendship? Year 5: How might puberty impact the way I feel? Year 5: How might being online impact the way I feel? Year 5: How might school impact the way I feel? Year 6: How can I seek support for my mental health? Year 6: How can I manage moving to high school positively?
That isolation and loneliness can affect children, and the benefits of seeking support.	Year 1: How can I share my feelings? Year 1: What if my friends are making me feel sad? Year 1: How can I make friends? Year 2: Why are relationships important? Year 3: How can I share my worries? Year 4: What is a healthy friendship? Year 6: How can I seek support for my mental health?
That bullying (including	Year 1: What if my friends are making me feel

cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.	sad? Year 1: What is bullying? Year 1: Why are safe hands important? Year 1: Why is name calling unkind? Year 2: How can I keep safe online? Year 3: What is bullying? Year 3: How can I share my worries? Year 4: What is a healthy friendship? Year 5: How do words have power? Year 5: What can and can't I do on the internet? Year 5: How might being online impact the way I feel? Year 6: How can I seek support for my mental health?
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.	Year 2: How can I deal with change? Year 6: How can I manage moving to high school positively? Year 6: How can I get ready for secondary relationships? Year 6: What is grief?
Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	EYFS: How can adults at school help me? Year 1: How can I share my feelings? Year 2: How do I share family worries? Year 3: How can I share my worries? Year 3: What is mental health? Year 3: What words can I use to talk about my feelings? Year 3: What can intense feelings feel like? Year 3: Who are my key people? Year 5: How might being online impact the way I feel? Year 5: How might school impact the way I feel? Year 6: How can I seek support for my mental health?
That it is common to experience mental health problems, and early support can help.	Year 1: How can I share my feelings? Year 1: What do feelings feel like? Year 3: How can I share my worries? Year 3: What is mental health? Year 3: What words can I use to talk about my feelings? Year 3: What can intense feelings feel like? Year 5: How might being online impact the way I feel? Year 5: How might school impact the way I feel? Year 6: How can I seek support for my mental health?

Statutory Guidance	Pol Ed
Online wellbeing	
That for almost everyone the internet is an integral part of life. Pupils should	Year 2: What is the internet? Year 2: How can I keep safe online?

be supported to think about positive and negative aspects of the internet.	Year 2: When do I need to take a break? Year 5: How might being online impact the way I feel? Year 5: What can and can't I do on the internet? Year 5: What is media literacy?
Pupils should be supported to discuss 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.	Year 2: How can I keep safe online? Year 5: How might being online impact the way I feel? Year 5: What are online friendships? Year 5: How can we use our phones sensibly? Year 5: What is grooming?
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.	Year 2: When do I need to take a break? Year 4: What are healthy habits? Year 4: How do my choices help me to be healthy? Year 5: How might being online impact the way I feel? Year 5: How might my activity levels impact the way I feel? Year 5: How can we use our phones sensibly?
How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.	Year 2: What is the internet? Year 2: How can I keep safe online? Year 2: Why does age matter? Year 5: What can and can't I do on the internet? Year 5: What is gambling? Year 6: Why does media have age restrictions?
The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.	Year 2: What are the risks of video gaming? Year 5: What is gambling?
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.	Year 2: What is the internet? Year 2: How can I keep safe online? Year 5: How can we use our phones sensibly? Year 5: What are deep fakes? Year 5: What is media literacy?
That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.	Year 1: What is bullying? Year 1: How can I share my feelings? Year 3: How can I share my worries? Year 3: What is bullying? Year 5: What are online friendships? Year 5: What can and can't I do on the internet? Year 5: How can we use our phones sensibly? Year 6: How can I seek support for my mental health?
How to understand the information they find online, including from search	Year 5: What is media literacy?

engines, and know how information is selected and targeted.	
That they have rights in relation to sharing personal data, privacy and consent.	Year 1: What is private information? Year 2: What is the internet? Year 2: How can I keep safe online? Year 5: How can we use our phones sensibly? Year 6: How is my data shared?
Where and how to report concerns and get support with issues online.	Year 1: How can I share my feelings? Year 2: What is the internet? Year 2: How can I keep safe online? Year 3: How can I share my worries? Year 5: How might being online impact the way I feel? Year 5: What is grooming? Year 6: How can I seek support for my mental health?

Statutory Guidance	Pol Ed
Physical health and fitness	
The characteristics and mental and physical benefits of an active lifestyle.	Year 2: What does it mean to be healthy? Year 2: How can I look after my body? Year 4: How do my choices help me to be healthy? Year 4: What are healthy habits? Year 5: How might my activity levels impact the way I feel?
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.	EYFS: How does exercise help me? Year 2: What does it mean to be healthy? Year 2: How can I look after my body? Year 4: How do my choices help me to be healthy? Year 4: What are healthy habits? Year 5: How might my activity levels impact the way I feel?
The risks associated with an inactive lifestyle, including obesity.	Year 2: What does it mean to be healthy? Year 2: How can I look after my body? Year 4: How do my choices help me to be healthy? Year 4: What are healthy habits? Year 5: How might my activity levels impact the way I feel?
Healthy eating	
What constitutes a healthy diet (including understanding calories and other nutritional content).	EYFS How does food help me? Year 2: What does it mean to be healthy? Year 2: How can I look after my body? Year 4: How do my choices help me to be healthy? Year 4: What are healthy habits? Year 4: Why is food fuel?
Understanding the importance of a healthy relationship with food.	Year 2: What does it mean to be healthy? Year 2: How can I look after my body? Year 4: How do my choices help me to be healthy?

	Year 4: What are healthy habits? Year 4: Why is food fuel?
The principles of planning and preparing a range of healthy meals.	Year 2 What does it mean to be healthy? Year 4: How do my choices help me to be healthy? Year 4: Why is food fuel?
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).	Year 4: How do my choices help me to be healthy? Year 4: What are healthy habits? Year 4: Why is food fuel? Year 5: How can drugs and alcohol make people feel?

Statutory Guidance	Pol Ed
Drugs, Alcohol and tobacco	
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.	Year 5: What do I know about drugs? Year 5: How can drugs and alcohol make people feel? Year 6: What does the law say about drugs? Year 6: What is spiking? Year 6: What is the issue with addiction (vaping/smoking)? Year 6: What does the law say about legal drugs?

Statutory Guidance	Pol Ed
Health protection and prevention	
How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	Year 2 When do I need to take a break? Year 4 What is my body trying to tell me?
About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	Year 2 How can I look after my body? Year 4 How do my choices help me to be healthy?
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.	Year 2: Why is sleep important? Year 2: What does it mean to be healthy? Year 4: How do my choices help me to be healthy? Year 4: What are healthy habits?
About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist.	Year 2: How can I look after my body? Year 4: How do my choices help me to be healthy? Year 4: What are healthy habits? Year 4: Why is food fuel?
About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	EYFS How can I be a germ buster? Year 2 How can I look after my body? Year 4 How can I be a hygiene hero?
The facts and scientific evidence relating to vaccination and immunisation. The introduction of	Year 3 How can vaccinations support our health? KS1 Fact Finding Passport lesson

topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.	KS2 Fact Finding Passport lesson
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Statutory Guidance	Pol Ed
Personal safety	
About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.	EYFS: How can I keep safe at home? EYFS: How can I keep safe at school? Year 1: How can I stay safe in new places? Year 1: How can I use things at home safely? Year 2: What is fire safety? Year 2: What are medicines? Year 3 What do we mean by risk? Year 4: How can I keep safe in my local area? Year 4: How can we keep safe on the road? Year4: What are hazards in the home? Year 5: What do I know about drugs? Year 5: How can we keep our things safe? Year 5: What are the risks with money? Year 5: How can drugs and alcohol make people feel? Year 5: What is grooming? Year 6: What is the issue with addiction (vaping/smoking)? Year 6: Bonfire Night lesson Year 6: What is a weapon? Year 6: What does the law say about legal drugs?
How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.	Year 4 How can we keep safe on the road? KS1 Understanding Risk Passport lesson KS2 Understanding Risk Passport lesson Assembly Summer Water Safety Winter Water Safety Railway Safety
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.	Year 1 What is 999? Year 3: What are emergency services? Year 3: What are emergency situations? All year groups- CC1
Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.	Year 4 What is first aid? CC1- All year groups
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.	Year 5 How might puberty impact the way I feel? KS1 Future Planning Passport lesson KS2 Future Planning Passport lesson
The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils	Year 1: What are my body parts? Year 2 What are private body parts? All year groups- changing and growing up pshe

should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.	associations
The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.	Year 5 How might puberty impact the way I feel? All year groups- changing and growing up pshe associations