



**Tweseldown Infant School**  
**Relationships and Health Education policy**

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## 1. Aims

The aims of relationships and health education (RHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Provide children with an understanding of the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Prepare children for the challenges and opportunities of adult life
- Help pupils connect and apply the knowledge and understanding they learn in all subjects to practical, real life situations
- Ensure children feel safe and secure, thus enabling them to fulfil their academic potential and supporting their own emotional health and wellbeing

## 2. Statutory requirements

As a maintained infant school we must provide relationships education to all pupils as per section 34 and 35 of the [Children and Social work act 2017](#).

In teaching RHE, we must have regard to the guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education regulations 2019. It is compulsory for all primary schools to provide Relationships education and Health education.

We recognise that we have a responsibility under the Equality Act 2010 to ensure the best for all pupils irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion, sexual orientation or whether they are looked after children.

**At Twesdown Infant School we teach RHE as set out in this policy. This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered.**

### 3. Policy development

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

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to look at the policy and ask questions via email
4. Ratification – once amendments were made, the policy was shared with governors and ratified

### 4. Definition

RHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, diversity and personal identity.

RHE is teaching pupils about physical health and mental wellbeing, and making healthy lifestyle choices

RHE involves a combination of sharing information, and exploring issues and values.

### 5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. This includes the adaptation of resources used.

We have developed the curriculum in consultation with parents and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

### 6. Delivery of RHE

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

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

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe and keeping myself safe
- Making friends

## ➤ Working and playing together

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).

**Health education** focuses on teaching children about physical health and mental wellbeing so they have the information they need to make good decisions about their own health and wellbeing. It should enable them to protect and support their own and others' health and wellbeing and, when issues arise know how to seek support as early as possible from appropriate resources. It includes:

- Mental wellbeing
- Keeping safe – Keeping myself safe and keeping safe in different environments
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Medicines
- Basic first aid
- Growing and changing from young to old and how people's needs change
- Managing feelings

The RHE curriculum is age appropriate and linked to children's needs. The whole curriculum has been put together taking into consideration the needs of the children at Tweseldown Infant School; this includes children with SEND. As with any curriculum subject the Learning objective will be met with appropriate differentiation and support as is required by individual children and their specific needs.

## 7. Roles and responsibilities

### 7.1 The governing board

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

### 7.2 The headteacher

The headteacher is responsible for ensuring that RHE is taught consistently across the school

### 7.3 Staff

Staff are responsible for:

- Delivering RHE in a sensitive way
- Modelling positive attitudes to RHE

- Monitoring progress
- Responding to the needs of individual pupils

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

**All teaching staff are responsible for teaching RHE, lessons and experiences are planned using the long term curriculum overview put in place by the PHSE Leader. The PHSE Leader is responsible for ensuring that the curriculum is relevant, and monitoring the quality of teaching and learning. Class teachers are responsible for ensuring the curriculum taught to individual classes meets the needs of the children. Pupils**

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

### **8. Parents' right to withdraw**

Parents do not have the right to withdraw their children from relationships education. It is a statutory requirement.

### **9. Training**

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

The headteacher will also invite visitors from outside the school, such as school nurses, to provide support and training to staff teaching RHE.

### **10. Monitoring arrangements**

The delivery of RHE is monitored by the PHSE Leader through:

- Learning walks
- Lesson observations
- Pupil voice
- Staff questionnaire
- Planning scrutiny

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

This policy will be reviewed by the PHSE Leader bi-annually. At every review, the policy will be approved by the governing board.

Appendix 1: Curriculum map

Relationships and health education curriculum map

|        |  | Autumn: Relationships                                  |  |   | Spring: Living in the wider world   |   |   | Summer: Health and Wellbeing  |   |  |
|--------|--|--|--|---|---|---|---|---|---|--|
|        |  | Families and friendships                               | Safe relationships   | Respecting ourselves and others   | Belonging to a community  | Media literacy and digital resilience                         | Money and work                                      | Physical health and Mental wellbeing  | Growing and changing  | Keeping safe   |
| Year 1 |  | Roles of different people; families; feeling cared for | Recognising privacy; staying safe; seeking permission                                | How behaviour affects others; being polite and respectful   | What rules are; caring for others' needs; looking after the environment                         | Using the internet and digital devices; communicating online  | Strengths and interests; jobs in the community      | Keeping healthy; food and exercise, hygiene routines; sun safety  | Recognising what makes them unique and special; feelings; managing when things go wrong | How rules and age restrictions help us; keeping safe online            |
|        |  | Making friends; feeling lonely and getting help        | Managing secrets; resisting pressure and getting help; recognising hurtful behaviour | Recognising things in common and differences; playing and working cooperatively; sharing opinions | Belonging to a group; roles and responsibilities; being the same and different in the community | The internet in everyday life; online content and information | What money is; needs and wants; looking after money | Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help | Growing older; naming body parts; moving class or year                                  | Safety in different environments; risk and safety at home; emergencies |

| YEAR GROUP | TERM   | TOPIC/THEME DETAILS  | RESOURCES   |
|------------|--------|--|---|
| Year 1     | Autumn | <p><b><u>Relationships – Families and people who care for me</u></b></p> <p><b><u>Families and friendships</u></b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• That others families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. For example; single parents, same sex parents, step parents and siblings.</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul> | <ul style="list-style-type: none"> <li>- People who are special to me (Medway Public Health Directorate)</li> <li>- Different families</li> </ul> |

| YEAR GROUP | TERM     | TOPIC/THEME DETAILS  | RESOURCES   |
|------------|----------|--|---|
| Year 1     | Autumn 1 | <p><b><u>Relationships – Being safe</u></b></p> <p><b><u>Safe relationships</u></b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. This includes parts of the body that are private</li> <li>• That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. This includes when it is important to ask for permission to touch others, how to ask for and give/not give permission and the different types of touch and how they make people feel; for example hugs, tickling, kisses and punches</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• Where to get advice e.g. family, school and/or other sources</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul> | <ul style="list-style-type: none"> <li>- NSPCC – The underwear rule resources (PANTS)</li> <li>- Relationships with others</li> </ul> |



| YEAR GROUP | TERM   | TOPIC/THEME DETAILS   | RESOURCES  |
|------------|--------|---|--|
| Year 1     | Autumn | <p><b><u>Relationships – Respectful relationships</u></b></p> <p><b><u>Respecting ourselves and others</u></b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in the wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• To use the correct names for the main parts of the body, including external genitalia (eg vagina and penis) and that parts of bodies covered with underwear are private</li> </ul> | <p>- NSPCC – The underwear rule resources (PANTS)</p>  |
| Year 1     | Spring | <p><b><u>Living in the wider world – Belonging to a community</u></b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• How to care for others; including people, animals and other living things</li> <li>• How to look after the environment. For example, recycling</li> <li>• What are rules? When do we use them? Why do we have them?</li> </ul>   | <p>- Alzheimers society – creating a dementia friendly generation (KS1)</p> <p>- Financial education framework</p> |

| YEAR GROUP | TERM   | TOPIC/THEME DETAILS  | RESOURCES   |
|------------|--------|--|---|
| Year 1     | Spring | <p><b><u>Living in the wider world – Media Literacy and Digital resilience</u></b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• How to use digital devices, the internet and how to communicate online. They will consider the ways in which the internet is used and evaluate its' usage</li> <li>• How to use the internet safely</li> </ul> | <p>- Thinkuknow Jessie and friends:<br/> <a href="https://www.thinkuknow.co.uk/parents/jessie-and-friends/">https://www.thinkuknow.co.uk/parents/jessie-and-friends/</a></p>  |
| Year 1     | Spring | <p><b><u>Living in the wider world – Money and work</u></b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• To recognise their own strengths and interests</li> <li>• The variety of jobs and work that people do</li> <li>• What are my strengths and interests? How will I use these in the future?</li> </ul>                                  | <p><b><u>Jobs people have</u></b><br/> <a href="https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-what-is-my-job/zrdkt39">https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-what-is-my-job/zrdkt39</a></p> <p>- Visits from people from different professions</p> |

| YEAR GROUP | TERM   | TOPIC/THEME DETAILS  | RESOURCES  |
|------------|--------|--|--|
| Year 1     | Summer | <p><b><u>Health and wellbeing – Physical health and fitness, Healthy eating, Health and prevention</u></b></p> <p><b><u>Physical health and Mental wellbeing</u></b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</li> <li>• The characteristics and mental and physical benefits of an active lifestyle</li> <li>• The importance of building regular exercise 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, vigorous exercise<sup>1</sup></li> <li>• What constitutes a healthy diet (including understanding calories and other nutritional content)</li> <li>• About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</li> <li>• About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</li> <li>• About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</li> </ul> | <p><b><u>Sun safety</u></b></p> <p><a href="https://www.bbc.co.uk/cbeebies/watch/sun-safety-for-kids">https://www.bbc.co.uk/cbeebies/watch/sun-safety-for-kids</a></p> <p><a href="https://soltansunready.com/for-schools/soltan-sun-ready-challenge-app">https://soltansunready.com/for-schools/soltan-sun-ready-challenge-app</a></p> <p><b><u>Healthy eating</u></b></p> <p><a href="https://campaignresources.phe.gov.uk/schools/topics/healthy-eating/overview">https://campaignresources.phe.gov.uk/schools/topics/healthy-eating/overview</a></p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zv4cwmn/resources/1">https://www.bbc.co.uk/bitesize/topics/zv4cwmn/resources/1</a></p> <p><b><u>Dental health</u></b></p> <p>PSHE association – dental health</p> |

| YEAR GROUP | TERM   | TOPIC/THEME DETAILS  | RESOURCES  |
|------------|--------|--|--|
| Year 1     | Summer | <p><b><u>Health and wellbeing – Mental Wellbeing</u></b><br/> <b><u>Growing and changing</u></b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• That there is a normal range of emotions (eg happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li> <li>• How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings</li> <li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> <li>• How they are the same and different to other people, and what makes them unique as a person</li> </ul> | <p>- PHSE association – Mental health and well-being lessons (KS1)</p> <p>- Growing up and the human life cycle (Medway Public Health Directorate)</p> |

| YEAR GROUP | TERM   | TOPIC/THEME DETAILS   | RESOURCES  |
|------------|--------|---|--|
| Year 1     | Summer | <p><b><u>Health and wellbeing – Internet safety and harms</u></b></p> <p><b><u>Keeping safe</u></b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• That for most people the internet is an integral part of life and has many benefits</li> <li>• About the benefits of rationing 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 health and wellbeing</li> <li>• How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private</li> <li>• Why social media, some computer games and online gaming, for example, are age restricted</li> <li>• Where and how to report concerns and get support with issues online</li> </ul> | <p>- Thinkuknow: Jessie and Friends</p> <p><a href="https://www.thinkuknow.co.uk/parents/jessie-and-friends/">https://www.thinkuknow.co.uk/parents/jessie-and-friends/</a></p> |

| YEAR GROUP | TERM   | TOPIC/THEME DETAILS  | RESOURCES   |
|------------|--------|--|---|
| Year 2     | Autumn | <p><b><u>Relationships – Caring friendships</u></b></p> <p><b><u>Families and friendships</u></b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul> | <ul style="list-style-type: none"> <li>- Relationships (Our special people - PHSE association)</li> <li>- Friendships and feelings:</li> </ul> <p><a href="https://www.bbc.co.uk/bitesize/topics/zswwxnb/resources/1">https://www.bbc.co.uk/bitesize/topics/zswwxnb/resources/1</a></p> |

| YEAR GROUP | TERM     | TOPIC/THEME DETAILS   | RESOURCES  |
|------------|----------|---|--|
| Year 2     | Autumn 1 | <p><b><u>Relationships – Families and people who care for me, Respectful relationships, Online relationships, Being safe</u></b></p> <p><b><u>Safe relationships</u></b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• That the same principles apply to online relationships as to face to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul> | <ul style="list-style-type: none"> <li>- NSPCC – The underwear rule resources (PANTS)</li> <li>- Thinkuknow Jessie and Friends:<br/><a href="https://www.thinkuknow.co.uk/parents/jessie-and-friends/">https://www.thinkuknow.co.uk/parents/jessie-and-friends/</a></li> </ul> |

| YEAR GROUP | TERM   | TOPIC/THEME DETAILS   | RESOURCES   |
|------------|--------|---|---|
| Year 2     | Autumn | <p><b><u>Relationships – Caring friendships, Respectful relationships</u></b><br/> <b><u>Respecting ourselves and others</u></b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• The conventions of courtesy and manners</li> <li>• That in school and in the wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul> | <p>- PHSE Association – Inclusion, belonging and addressing extremism (KS1) – Sameness and difference</p> |



| YEAR GROUP | TERM   | TOPIC/THEME DETAILS  | RESOURCES   |
|------------|--------|--|---|
| Year 2     | Spring | <p><b><u>Living in the wider world – Belonging to a community</u></b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• The different groups that they and other people belong to. These include; school class, faith, clubs and teams</li> <li>• Including all people as part of a community</li> <li>• Rights and responsibilities that they and others have</li> <li>• Recognising how they are the same and different to others</li> <li>• Caring for others and meeting their needs</li> </ul> | - PHSE Association – Inclusion, belonging and addressing extremism (KS1) – Sameness and difference                              |
| Year 2     | Spring | <p><b><u>Living in the wider world – Media Literacy and Digital resilience</u></b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• How the internet can be accessed</li> <li>• Why do we have the internet? What can it be used for in daily life?</li> <li>• Can I trust information online?</li> </ul>  | <a href="https://www.thinkuknow.co.uk/parents/jessie-and-friends/">https://www.thinkuknow.co.uk/parents/jessie-and-friends/</a> |
| Year 2     | Spring | <p><b><u>Living in the wider world – Money and work</u></b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• What is money?</li> <li>• Where does money come from?</li> <li>• Looking after money</li> <li>• What can/should/do I need/do I want to spend money on?</li> </ul>   | - Financial education framework<br>- <a href="https://www.valuesmoneyandme.co.uk/">https://www.valuesmoneyandme.co.uk/</a>      |

| YEAR GROUP | TERM   | TOPIC/THEME DETAILS   | RESOURCES  |
|------------|--------|---|--|
| Year 2     | Summer | <p><b><u>Health and wellbeing – Mental wellbeing, Physical health and fitness, Healthy eating, Health and prevention</u></b></p> <p><b><u>Physical health and Mental wellbeing</u></b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings</li> <li>• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</li> <li>• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</li> <li>• The characteristics and mental and physical benefits of an active lifestyle</li> <li>• The importance of building regular exercise 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, vigorous exercise</li> <li>• The characteristics of a poor diet and risks associated with unhealthy eating...Specifically tooth decay</li> <li>• The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</li> <li>• About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</li> <li>• The facts and science relating to allergies, immunisation and vaccination For example how vaccines and immunisation can help people stay healthy and manage a range of conditions such as allergies</li> </ul> | <ul style="list-style-type: none"> <li>- Visit from the Dental nurse</li> <li>- PHSE association Ready for sleep (The sleep factor)</li> <li>- PSHE association – Mental health and well- being lessons (KS1) (Link to Year 1)</li> <li>- Keeping safe and staying healthy</li> <li>- PSHE association – dental health (Link to Year 1)</li> <li>- Change 4 life:<br/><a href="https://campaignresources.phe.gov.uk/schools/resources/keeping-our-teeth-healthy-lesson-plans">https://campaignresources.phe.gov.uk/schools/resources/keeping-our-teeth-healthy-lesson-plans</a></li> <li>- PSHE association – drug and alcohol education (year 1 – 2)</li> </ul> |

| YEAR GROUP | TERM   | TOPIC/THEME DETAILS  | RESOURCES   |
|------------|--------|--|---|
| Year 2     | Summer | <p><b><u>Health and wellbeing</u></b><br/> <b><u>Growing and changing</u></b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• About the human life cycle (this will be linked to the Science curriculum in Year 2)</li> <li>• Develop an understanding of how bodies change (For example, a person goes from crawling to walking, they get taller, muscles become stronger, baby teeth fall out to make way for adult teeth)</li> <li>• To identify and name the main parts of the body (linked to the Science curriculum in Year 1) including external genitalia (eg vulva, vagina, penis, testicles)</li> <li>• How responsibilities change as people grow up</li> <li>• Ways to prepare for moving to a new class/year group/school</li> </ul> | <p>- Everybody's body (Medway Public Health Directorate)</p> <p>- Naming body parts using body outlines</p> |

| YEAR GROUP | TERM   | TOPIC/THEME DETAILS   | RESOURCES   |
|------------|--------|---|---|
| Year 2     | Summer | <p><b><u>Health and wellbeing – Basic first aid</u></b></p> <p><b><u>Keeping safe</u></b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• How can we stay safe when using medicines?</li> <li>• How to recognise the risk in everyday situations For example road safety, rail safety, water safety</li> <li>• How can I keep myself safe?</li> <li>• Who keeps me safe?</li> <li>• What is an unsafe situation and how can I make it safe?</li> <li>• Safety in the home</li> <li>• How to make a clear and efficient call to emergency services if necessary</li> <li>• Concepts of basic first aid, for example dealing with common injuries, including head injuries</li> <li>• What do I do if there is an accident and someone gets hurt?</li> </ul> | <p>- Child’s first aid course</p> <p>- Red Cross – Life. Live it ‘stay safe’<br/> <a href="https://firstaidchampions.redcross.org.uk/primary/first-aid-skills/">https://firstaidchampions.redcross.org.uk/primary/first-aid-skills/</a></p> <p>- PHSE association – drug and alcohol education (Year 1 – 2)</p> <p>- Cycle safety and electrical safety<br/> <a href="https://www.bbc.co.uk/bitesize/topics/z4pp34j/resources/1">https://www.bbc.co.uk/bitesize/topics/z4pp34j/resources/1</a></p> <p>- Keeping safe at home (PHSE association)</p> |

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

| TOPIC | PUPILS SHOULD KNOW |
|-------|--------------------|
|-------|--------------------|

| TOPIC                                 | PUPILS SHOULD KNOW  |
|---------------------------------------|---|
| Families and people who care about me | <ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul> |
| Caring friendships                    | <ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>  |

| TOPIC                    | PUPILS SHOULD KNOW  |
|--------------------------|---|
| Respectful relationships | <ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul> |
| Online relationships     | <ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>  |

| TOPIC      | PUPILS SHOULD KNOW  |
|------------|---|
| Being safe | <ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul> |

**Approved by Chair of Governors:**

2024

Date: Spring

**Signed by Chair of Governors:**



2024

Date: Spring

**Reviewed on:**

Spring 2024

Date:

**Next review due by:**

Spring 2025

Date: