
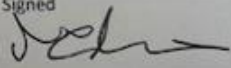


# Medway Community Primary School



## RHE Policy

September 2024 - 2025

Policy Date:	May 2024		
Interim Review	August 2024		
Policy Review Date:	September 2025	Headteacher	Signed
		S Williams	
Ratified by Governing Body:			
Michael Berriman		Chair of Governors	Signed
			

# Relationships and Health Education Policy (RHE)

## Rationale and Ethos

This policy covers our school's approach to Relationships, Sex and Health Education. It was produced by staff, governors and members of local schools through consultation with parents and other interested stakeholders.

We define 'relationships, sex and health education' as 'enabling children to embrace the challenges of creating a happy and successful adult life'.

We believe relationships, sex and health education is important for our pupils and our school because:

- It is giving children the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.
- It is about giving children the opportunity to put knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts.
- It is the recognition that everyone faces difficult situations in their lives and how relationship and sex education can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.
- It is allowing children from different cultural or religious backgrounds the opportunity to explore issues from various perspectives.

We view the partnership of home and school as vital in providing the context to both complement and reinforce what pupils learn at home about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online, as well as how to be healthy.

Our school's overarching aims for our pupils are:

- To foster pupil wellbeing and develop the resilience and character that we know are fundamental to pupils being happy, successful and productive members of society.
- To know how to be safe, including online.
- To be both mentally and physically healthy.
- To be able to manage their academic, personal and social lives in a positive way.
- To demonstrate personal attributes including kindness, integrity, generosity, honesty, respect and tolerance in order to contribute to adult life in British society.

We ensure RSHE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND). This will be achieved by ensuring content and teaching is differentiated to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, we will ensure that their teaching is sensitive, age-appropriate, and developmentally appropriate and delivered with reference to the law.

We will ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. As a school we will ensure we comply with the relevant provisions of the Equality Act 2010, recognising that under which, sexual orientation and gender reassignment are amongst the protected characteristics. We ensure RSHE fosters gender equality and LGBT+ equality by **ensuring content is age appropriate and developmentally appropriate**. It will be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need as required by law. Content will be integrated into

programmes of study for RSHE within our values curriculum wherever possible, but may be supplemented as stand-alone units.

The intended outcomes of our programme are that pupils will:

- Know and understand the characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.
- Understand they have a right to personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical touch.
- Recognise and know how to report abuse, including emotional, physical and sexual abuse.
- Understand they have a responsibility to treat each other with kindness, consideration and respect, permission seek and give and understand the concept of privacy, including when on line.
- Develop the skills of being able to express their emotions and seek help where needed, to build friendships and recognise how this can support mental well being
- Develop the personal attributes of honesty, integrity, courage, humility, kindness, generosity, trustworthiness and sense of justice, and character traits such as perseverance, working towards long term goals, dealing with setbacks, resilience, permission seeking and giving, and the concept of personal privacy.
- Understand how the Equality Act 2010 relates to them as a child and through adult life, including their responsibility to recognise and challenge any form of discrimination.

### **Roles, Responsibilities and Entitlements**

The RSHE programme will be led by the RSHE curriculum lead, with the support of phase and senior leaders and the governing body. It will be taught by class teachers and delivered through the school curriculum and wider opportunities within the school. The aims and intended outcomes of our approach are encompassed within the school visions and values to promote learning. The RSHE programme will be supported by additional staff in school, appropriate external visitors and developed through advice from professional associations.

### **Governors**

As well as fulfilling their legal obligations, the governing body should also make sure that:

- All pupils make progress in achieving the expected educational outcomes.
- The subjects are well led, effectively managed and well planned.
- The quality of provision is subject to regular and effective self-evaluation.
- Teaching is delivered in ways that are accessible to all pupils with SEND.
- Clear information is provided for parents on the subject content and the right to request that their child is withdrawn.
- The subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

### **Headteacher and RSHE Leader**

It is the responsibility of the Head Teacher/RSHE leader to ensure that:

- Both staff and parents are informed about our RSE policy, and that the policy is implemented effectively.
- Staff are given sufficient training, so that they can teach about relationship, sex and health education effectively, and handle any difficult issues with sensitivity.
- They liaise with external agencies regarding the school RSHE programme, and ensure that all adults who work with our children on these issues are aware of the school policy, and work within its framework.
- This policy is monitored on a regular basis, and report to governors/trustees, when requested, on the effectiveness of the policy.

### **Adults Working with Children**

Adults working with children are entitled to:

- Access to high quality, up-to-date, accurate information, resources and training
- Mutual understanding of roles and responsibilities in relation to the planning and delivery of RSHE
- Contribute their views and ideas in support of the development of RSHE for children
- Professional guidance and support
- Opportunities to share good practice
- Be informed about issues of confidentiality and procedures to be followed.

### **External Visitors**

External visitors working with external organisations can enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people. Our school will ensure:

- Validity of the visitor or visiting organisation's credentials.
- Teaching delivered by the visitor fits with the planned programme and published policy.
- Discussion occurs in relation to the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils.
- We review the materials visitors will use as well as a lesson plan in advance, so that they can ensure it meets the full range of pupils' needs (e.g. SEND).
- We agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with school policy

### **Parents and Carers**

Parents, carers and other adults in the community are entitled to:

- Accessible, accurate, up-to-date, information delivered in a way which meets their needs
- A safe and supportive environment for their children
- Information on how and when RSHE is taught
- Understand their rights and responsibilities in relation to RSHE policy and curriculum
- Be informed about issues of confidentiality and how it affects them and their children
- Have their views and ideas received in a respectful, non-judgemental manner.

## **Legislation**

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools.

The RSHE policy supports/complements the following policies:

- PSHE policy
- Safeguarding Policy
- Anti-Bullying Policy
- Equality Policy and statement
- Acceptable use of IT policy

Documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2018)
- Children and Social Work Act (2017)
- DFE guidance RSHE (2019)

## **Curriculum Design**

Our RSHE programme is an integral part of our whole school values curriculum. High quality relationships and sex education helps create safe school communities in which pupils can grow, learn and develop positive, healthy behaviour for life. We teach RSHE on the understanding that:

- It is taught in the context of family life
- It is part of a wider process of social, personal, spiritual and moral education
- Children should be taught to have respect for their own bodies
- It is important to build positive relationships with others, involving trust and respect, both in person and online
- It makes a significant contribution to our duty to safeguard and protect all children
- Children should learn about their responsibilities to others, and be aware of the consequences of relationship behaviours
- It plays a key role in improving health outcomes for children and young people such as improving diet and reducing risk taking behaviour, including online behaviour

## **Delivery**

Our RSHE programme will be taught through a range of teaching methods and interactive activities. Lessons will be differentiated by all staff or visitors delivering sessions to ensure that individual needs of children are met.

We teach about relationships, sex and health through different aspects of the curriculum. The majority of RSHE will be taught through our values curriculum. Our school values of mobility, equality, inclusivity, criticality, sustainability and probity (termed as belonging, love,

trust, respect and care in Key Stage 1) are woven throughout the curriculum and incorporated into lessons and programmes of study based around the National Curriculum. Beyond this, specific sessions are dedicated to the use of 'Social Stories': carefully selected, age-appropriate texts which encourage discussion of aspects mentioned in the RSHE guidance.

While we carry out the main RSHE through our values curriculum, we also do some RSHE through the statutory science curriculum and other subject areas, such as PE and ICT. We believe all these contribute significantly to children's knowledge and understanding of positive relationships, their own bodies, and how they are changing and developing.

High quality resources will support our RSHE provision and will be regularly reviewed. Selected resources, such as books and film clips, will be used which support and promote understanding within a moral/values context. We will avoid a 'resource led' approach to delivering RSHE, instead focusing on the needs of the children and our planned learning objectives. When selecting resources, we will consider those which:

- Are consistent with our curriculum for RSHE
- Relate to the aims and objectives of this Policy
- Are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- Appeal to adults and children
- Are up-to-date in factual content
- Are produced by a reputable organisation
- Do not show unfair bias e.g. towards a commercial product
- Avoid racial, gender and sexual stereotyping
- Encourage active and participative learning
- Conform to the legal requirements for RSHE.

An overview of the learning in each year group can be found in Appendix 2, as well as being published on the school's website.

### **Assessment**

RSHE lessons will link to/complement learning in Science, Religious Education, Health Education, including mental health education. Pupils will be encouraged to reflect on their own learning and progress, either through self-evaluation tools or through discussion. This will be integral within the approach to assessment of RSHE. We recognise that it is difficult for teachers to accurately assess a pupil's self-confidence or sense of their own identity and values; however, pupils themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Assessing learning must therefore use a combination of teacher assessment and pupil self and peer assessment. The learning we wish to assess will relate to the pupils' attributes and skills (such as resilience, negotiation, self-awareness, risk management and interpersonal skills), as well as the knowledge and understanding related to the context (for example bullying, consent, mental and emotional health).

### **Equal Opportunities/Access**

We understand the importance of ensuring that all children in our school receive their entitlement to RSHE. We will carefully consider special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background when planning and delivering RSHE. In relation to nationality, sexual orientation, religion and

cultural diversity, we value the different backgrounds of our pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding.

In order to ensure the RSHE Curriculum meets the needs of all:

- We will accept and celebrate difference, and encourage children to do the same.
- We will encourage respect and discourage abuse and exploitation.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

In relation to those with special educational needs or disability, we will review our RSHE Programme to ensure that provision is made for those with additional needs. We will consider:

- Their level of vulnerability
- Their need to learn and demonstrate appropriate behaviour
- Their need to develop self-esteem and positive body image
- The need to involve all staff, including support staff and carers, in policy development, planning and training
- The management of personal care
- Clarity about sources of support for pupils.

### **Safe and Effective Practice**

We will ensure a safe learning environment through ensuring RSHE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Teachers and pupils will agree ground rules at the beginning of any RSHE work, in addition to those already used in the classroom. They will cover the following areas:

- Appropriate use of language
- The asking and answering of personal questions
- Strategies for checking or accessing information
- Respect for the opinions and beliefs of others

We acknowledge that sensitive and potentially difficult issues will arise in RSHE as children will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for RSHE. As a first principle we will answer questions relating to the taught planned curriculum for that age group to the whole class. We will answer questions relating to areas beyond the taught planned curriculum for that age group in a sensitive and age appropriate way. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it, they will seek guidance from the RSHE leader or Senior Leadership Team. When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, teachers will refer this information to the designated person for child protection in line with school policy.

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to RSHE. In particular, our local community police officer and members of the local health authority, such as the school nurse and other health professionals, can give us valuable support with our RSHE programme. We will follow this Code of Practice when working with visitors:

- The care and management of pupils is the responsibility of the school at all times.
- In class teaching situations, visitors will not be asked to work alone with pupils, but will be supported by a member of staff.
- The school will know whether visitors are DBS checked and arrangements will be made to accompany them as appropriate.
- All visitors will be made aware of the content and principles of this Policy, prior to their visit.
- All lessons will be planned in direct liaison with the RSHE Coordinator/Class teacher, taking account of the age and needs of the group and the context of the work within the RSHE programme.
- Visitors will be reminded that, whilst contributing to RSHE in a classroom setting, they must adhere to the same confidentiality code as staff members.
- Any resources which a visitor wishes to use or distribute will be discussed and agreed with the RSHE Co-ordinator/Class Teacher beforehand.
- The contributions of visitors will be regularly monitored and evaluated.

### **Staff Training**

Teaching RSHE can be very rewarding, but we understand that, in order to feel confident, staff need opportunities to develop the relevant knowledge, skills and attitudes. We recognise that all adults have different personal beliefs and attitudes about RSHE. We will discuss relevant issues and, where appropriate, arrange training to enable staff members to feel confident in delivering the curriculum for RSHE. Teachers may seek advice from the RSHE leader or a senior leader in school if they have any questions relating to curriculum content or the delivery within lessons. We will also encourage the sharing of good practice. Those with special responsibility for the development of RSHE will be offered opportunities to consult with advisors.

### **Safeguarding**

Our RSHE programme is one of the most important ways we act on our responsibility to safeguard and protect our children, as set out in our Safeguarding/Child Protection policy. We also refer to guidance from the government and expert organisations on specific safeguarding issues, which are relevant to our cohort of children, as listed in Keeping Children Safe in Education. To safeguard children effectively it is vital that opportunities are created in the curriculum to teach about healthy behaviour, caring relationships, online safety and when and how to get help. At our school we encourage children to develop skills in these areas so that they are equipped with strategies to help themselves in preventing or reporting harm or abuse.

Teachers are aware that effective RSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Where a concern or disclosure is raised teachers or other adults working with the child will consult with the designated safeguarding lead and in his /her absence their deputy safeguarding lead. Staff will respond in a similar way if a child indicates that they may have been a victim of any other type of abuse, including FGM. Staff should be familiar with the specific procedures relating to the reporting of FGM (see our Child Protection Policy). The Designated Safeguarding Lead will then deal with the matter in consultation with other social, health and education professionals, in accordance with statutory safeguarding procedures, following protocols identified in the school safeguarding policy. Visitors/external agencies which support the delivery of RSE will be required to inform the designated



safeguarding lead or deputy in accordance to the school policy. Prior to the commencement of any visit, visitors will be given a copy of the school's safeguarding policy and protocol for reporting disclosures.

### **Engaging Stakeholders**

The school acknowledges that the primary role in children's RSHE lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and cooperation. Parents will be informed about the policy through consultation, information meetings and through written correspondence. The policy will be available to parents through the school website. We are committed to working with parents and carers by holding information sessions, providing workshops for parents to enable them to be confident to answer their children's questions and through signposting via targeted support in school or through the school website, to other resources to support them at home. We work closely with parents to ensure that they are fully aware of what is being taught. As part of our whole school approach to RSHE, Parent Information sessions and opportunities for parents to view the materials and resources used will be held.

We will notify parents when Relationships, Sex and Health Education will be taught, by written communication and through the sharing of our curriculum coverage plans. From September 2020, parents/carers do not have the right to withdraw their children from relationship or health content under the new government legislation. ***We acknowledge that parents do have the right to withdraw their children from all or part of the sex education taught in the school except for those parts included in the statutory National Curriculum for Science: all children are expected to learn the content of the national science curriculum (see Appendix 1).*** Parents are encouraged to establish exactly what is covered in the lessons relevant to their child's year group and discuss any concerns about lesson content with staff at the earliest opportunity.

If a parent wishes their child to be withdrawn from any part of our sex education lessons, they should discuss this first with the Head Teacher, make it clear which aspects of the programme they do not wish their child to participate in and confirm their request in writing. The school always complies with the wishes of parents in this regard ***so long as it is not part of statutory NC Science***. If a parent/carer requests that their child be removed from sex education, we will arrange for the child to be educated in another class who are not participating in the lesson and provide support by giving the parent access to the materials.

This Policy describes the governors' views on how RSHE will be delivered in addition to requirements of the National Curriculum. It is the responsibility of the governors to ensure, through consultation, that the RSHE Policy reflects the wishes of the parents and the views of our community. It is the responsibility of governors to ensure that the Policy is made available to parents. In order to facilitate this process, the RSHE Policy will appear annually on the agenda of a governors' meeting. The Policy will be made available for parents/carers on the school website and a link governor with responsibility for safeguarding (to include RSHE) will be nominated.

## **Monitoring, reporting and evaluation**

The governing body or trustees are responsible for monitoring the delivery of our RSHE policy. Governors give due consideration to any comments from parents about the RSHE programme, and require the Head Teacher to keep a written record of parents' comments. Teachers will critically reflect on their work in delivering RSHE through the evaluation of lessons, discussion with senior leaders and through monitoring activities led by the RSHE leader. We will refer to local/countywide/national data to ensure our provision is in line and adequate.

We will involve children in the evaluation and development of their RSHE in ways appropriate to their age, such as:

- We will engage the children in assessment activities to establish their development needs
- We will encourage children to ask questions as they arise by providing anonymous question boxes.
- We will ask children to reflect on their learning and set goals for future learning.
- We will consult children (e.g. through School Council) about their perception of the strengths of our RSE programme and the areas to be further developed.

## **RSHE Policy Review Date:**

This policy will be reviewed on (TBC). It will be reviewed by the RSHE lead, senior leaders and representatives from the governing body. This will ensure that it is in line with current Department for Education advice and guidance.

## **Appendix 1 RSE Elements of the National Science Curriculum**

### **Key Stage 1 (age 5-7 years)**

Year 1 pupils should be taught to:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Year 2 pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

### *Notes and guidance*

They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.

### **Key Stage 2 (age 7-11 years)**

Year 5 pupils should be taught to:

- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age

*Notes and guidance*

Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Year 6 pupils should be taught to:

- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

*Notes and guidance*

Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.

They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, labradors are crossed with poodles. They should also appreciate that variation in offspring over time can make animals more or less able to survive in particular environments, for example, by exploring how giraffes' necks got longer, or the development of insulating fur on the arctic fox. Pupils might find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution. Note: At this stage, pupils are not expected to understand how genes and chromosomes work.

'The programmes of study for science are set out year-by-year for key stages 1 and 2. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage if appropriate. All schools are also required to set out their school curriculum for science on a year-by-year basis and make this information available online.'

*(Department for Education, September 2013)*

**Appendix 2: Long Term Map of Curriculum Coverage for RSE by Year Group**

<b>Year 1</b>				
<b>KS1 overarching theme – relationships: love, care, trust, belonging and respect</b>				
	<b>Link to RSE framework</b>	<b>Key Theme</b>	<b>Key Questions</b>	<b>Religious Education Topics</b>
<b>Autumn 1</b>	- Caring and respectful friendships	- Healthy friendships	- How do we treat each other? - What makes us special? - How can we live in harmony?	- Living in harmony: How do we show we care?
<b>Autumn 2</b>	- Families and people who care for me	- Family relationships	- Why are families important for us? - What is family life like?	- Where do I belong? What do I believe? - The ‘festival’ of Christmas + assembly.
<b>Spring 1</b>	- Physical health - Basic first aid ( <i>fire service assembly</i> )	- Healthy eating	- What is a healthy snack? - What are the effects of unhealthy snacks on my body?  - How do I keep safe (fire risks)? - How do I contact the emergency services if necessary?	- Who is a Christian and what do they believe?
<b>Spring 2</b>	- Mental wellbeing	- A healthy mind	- What is mental wellbeing? - What can I do to maintain a healthy mind set?	- Who celebrates what and why?
<b>Summer 1</b>	- Health and prevention	- Looking after my body	- How can I stay safe in the sun? - What is personal hygiene? - How can I keep myself clean and healthy?	
<b>Summer 2</b>	- Mental wellbeing	- Managing my feelings	- How can I describe how I am feeling? - Who can I turn to for support?	- Beginning to learn about Sikhs.

## Long Term Map for Relationships Education

<b>Year 2</b>				
<b>KS1 overarching theme – relationships: love, care, trust, belonging and respect</b>				
	<b>Link to RSE framework</b>	<b>Key Theme</b>	<b>Key Questions</b>	<b>Religious Education Topics</b>
<b>Autumn 1</b>	- Health and prevention - Healthy eating	- Eating healthily	- Which nutrients are in the snacks that we eat? - Why should we wash our hands before eating? - What happens if we have too much sugar?	
<b>Autumn 2</b>	- Caring and respectful friendships	- Friendship	- How can I describe how I am feeling? - What's appropriate in a friendship? - What makes a good friend? - Why should I include him/her? - How does bullying affect me? - Who can I turn to?	- Beginning to learn from Hindu people: sharing stories and helping other people.  - The 'festival' of Diwali + assembly.
<b>Spring 1</b>	- Being safe	- Courtesy and manners	- How do I respond to unfamiliar adults? - Who should I trust? - How can I stay safe?	- Visiting a place of worship – a church.
<b>Spring 2</b>	- Families and people who care for me	- Different kinds of families	- What is a family? - How can families differ? - Why are families important to us? - How should my family make me feel?	- Visiting a place of worship – a mosque.
<b>Summer 1</b>	- Health and prevention	- Personal hygiene	- How do I maintain personal hygiene? - Why is this important?	- Who is an inspiring person? Who inspires me?  - What can stories teach us about life?
<b>Summer 2</b>	- Physical health and fitness - Healthy eating	- A healthy lifestyle	- Why should I exercise and rest? - How do we burn off calories? - How can I look after my body after exercise?	- The beginning of the world: What can we learn from the stories told?

## Long Term Map for Relationships Education

<b>Year 3 Medway Overarching Concepts: Probity, Equality, Inclusivity, Sustainability, Criticality, Mobility</b>				
	<b>Link to RSE framework</b>	<b>Key Theme</b>	<b>Key Questions</b>	<b>Religious Education Topics</b>
<b>Autumn 1</b>	- Families and people who care for me	- Love and attachment (Link TBD and fear, pets)	- What makes me feel safe and secure? People/ pets -Why are routines soothing and what are they? How do I know that a person cares for me?	- Who is my neighbour? - Love in Action - Charities
<b>Autumn 2</b>	- Mental wellbeing	- Experiencing feelings (Link Tear Thief nuances of feelings)	- What are the names for different feelings? -What can I do with powerful feelings? -How can I talk about my feelings?	- Who inspires me?
<b>Spring 1</b>	- Caring Friendships	- Repairing friendships (Link Social stories The Invisible Boy )	- How can I be a good friend? What will help if I fall out with a friend? -What makes a friendship last?	- What does it mean to be a Christian?
<b>Spring 2</b>	- Being safe	- Feeling safe and secure (Link Ironman/ competitiveness)	- What can I do if I feel unsafe? -Who can I talk to? What is healthy competition -How can I help people to feel safe?	-What are the deeper meanings of celebrations?
<b>Summer 1</b>	- Families and people who care for me	- Different types of families (Find a social story?)	- Who are the different people who care for me? -What might different families look like? - Who in the community cares for me?	-What do religions teach about the natural world and why should we care about it?
<b>Summer 2</b>	- Healthy behaviours	- Benefits of exercise and self-care (Link science)	- How can I look after myself? -What does balance mean? - What is the right sized portion of food?	-What does light mean? What does dark mean?

## Long Term Map for Relationships Education

<b>Year 4</b>				
<b>Medway Overarching Concepts: Probity, Equality, Inclusivity, Sustainability, Criticality, Mobility</b>				
	<b>Link to RSE framework</b>	<b>Key Theme</b>	<b>Key Questions</b>	<b>Religious Education Topics</b>
<b>Autumn 1</b>	Caring Friendships	<b>Welcome to Year 4:</b> That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	What is empathy? What is respect? What is conflict? How can we resolve conflict in a respectful and empathetic way?	
<b>Autumn 2</b>	Respectful relationships	<b>Hippocrates and Mental Wellbeing:</b> The importance of self-respect and how this links to their own happiness	What is self-respect? Why is it important? What does self-respect look like day to day? How can we respect our minds and bodies in order to maintain and promote our happiness?	
<b>Spring 1</b>	Being Safe	What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)  How to report concerns or abuse, and the vocabulary and confidence needed to do so	What are boundaries? What is an appropriate boundary to have with another person? Where should I go if I have a concern? How do I articulate how I am feeling? What are our personal boundaries with adults and other children? What constitutes appropriate contact?	
<b>Spring 2</b>	Online Safety	How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they've never met	Why do we have online friends? What is an online persona? What are the risks of talking to people online? Who is a true online friend? How can I tell?	
<b>Summer 1</b>	Families and People who care for me	That others' families, either in school or in the wider world, sometimes look different to their family, but that they should respect those differences and know that other children's families are also characterized by love and care	What is family? How is a family characterised? How to be sensitive around those who don't share the same family values as you. How is my family different to those of others around me in the world? What makes different family structures unique and special?	
<b>Summer 2</b>	Caring Friendships	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	What is an argument/conflict? Why is violence the wrong approach? Should we take friendships for granted? What must we do to maintain and develop our friendships?	

## Long Term Map for Relationships Education

Year 5 Medway Overarching Concepts: Probity, Equality, Inclusivity, Sustainability, Criticality, Mobility				
	Link to RSE framework	Key Theme (NB Online relationships ongoing all year in ICT)	Key Questions	Religious Education Topics
Autumn 1	Respectful relationships	<ul style="list-style-type: none"> <li>- The importance of respecting others, and in expecting respect from others</li> <li>- The importance of self-respect</li> <li>- What a stereotype is and how these can be unfair, negative or destructive</li> <li>- The importance of permission seeking and giving in relationships</li> <li>- Practical steps to improve or support relationships</li> <li>- Bullying and bystanders</li> <li>- Appropriate manners in different contexts</li> </ul>	<ul style="list-style-type: none"> <li>What are ways we can treat others with respect?</li> <li>How would we like to be treated?</li> <li>What are our boundaries in a friendship?</li> <li>How do I identify bullying?</li> <li>How can I report bullying?</li> <li>What do good manners look like in different contexts?</li> </ul>	
Autumn 2	Being Safe	<ul style="list-style-type: none"> <li>- Appropriate boundaries in friendships (including physical boundaries)</li> <li>- Appropriate boundaries with friends and strangers online (link to cyber-bullying)</li> <li>- Respecting privacy and levels of privacy</li> <li>- Responding to adults appropriately and in different contexts</li> <li>- Characteristics of abuse (and seeking help)</li> <li>- Characteristics of domestic violence (and seeking help)</li> <li>- Sources of help and advice for yourself and others (ChildLine, school, the police etc.)</li> </ul>	<ul style="list-style-type: none"> <li>What physical boundaries should I have with friends and adults?</li> <li>What does abuse look like?</li> <li>What is domestic violence?</li> <li>How can I get help when I'm worried for myself or someone else?</li> <li>Where can I get help?</li> </ul>	
Spring 1	Families and People who care for me	<ul style="list-style-type: none"> <li>- To know that families can take a variety of forms (including being in care or adopted)</li> <li>- To understand the role and importance of a family</li> <li>- Characteristics of a healthy family life</li> <li>- Recognising and respecting family differences</li> <li>- The role of marriage in society (incl. gay marriage) and that some couples opt not to marry</li> <li>- How to recognise and seek support where people discriminate against people due to the nature of their family (e.g. same sex, religious, racial etc.) (link to NBT and travellers)</li> <li>- What to do if a family relationship is making them worried (link back to abuse and domestic violence; RE ceremonies link)</li> </ul>	<ul style="list-style-type: none"> <li>How can families be different?</li> <li>Is there such thing as a 'normal' family?</li> <li>Who can get married and what does this mean?</li> <li>Why is family important?</li> <li>Where can I get help if family life is a worry?</li> </ul>	
Spring 2	Being Safe (Mental Health)	<ul style="list-style-type: none"> <li>- How to build self-esteem (incl. positive affirmation)</li> <li>- What good mental health looks like</li> <li>- Where to seek advice and help when mental health is a struggle (ChildLine, school etc.)</li> <li>- How to support friends and family to promote their mental health</li> <li>- Understanding problems adults or family members may have with their mental health (NB depression specifically)</li> <li>- Understand that adults may struggle with alcoholism or drug addiction and how to get support if this affects us personally</li> </ul>	<ul style="list-style-type: none"> <li>How can I look after my mental health?</li> <li>Where can I look for support?</li> <li>How do I affirm and support my friends to promote their mental health?</li> <li>How can I seek support if an adult or family member I know has trouble with their mental health?</li> </ul>	
Summer 1	Caring Friendships	<ul style="list-style-type: none"> <li>- Strategies to overcome conflict (footsteps to friendship)</li> <li>- The importance of apologising and forgiving in relationships</li> <li>- How to share well (conflict blockers)</li> </ul>	<ul style="list-style-type: none"> <li>How do I overcome and argument or disagreement?</li> <li>How do I say sorry?</li> </ul>	



## Long Term Map for Relationships Education

		<ul style="list-style-type: none"> <li>- The importance and role of friendship for positive mental health (Spr. 2 link)</li> <li>- Characteristics of good friendship</li> <li>- Identifying and seeking help with unhealthy friendships (link to boundaries and online)</li> </ul>	<p>How do I avoid conflict and disagreement?          How do I be a good friend?          What does a good friend look like?</p>	
Summer 2	Changing Adolescent body	<ul style="list-style-type: none"> <li>- Understanding that humans change over the course of their life (Science link)</li> <li>- Recognising that death is a part of life and understanding how to deal with loss</li> <li>- Recognising how children develop and change emotionally and physically through puberty (voice, height, hair, emotions, ability to have chn.)</li> <li>- Recognising physical differences between males and females (and how do we accept those who may not fit into those categories)</li> <li>- Recognising male and female stereotypes that are wrong and unhelpful</li> <li>- Appropriate physical boundaries (DV/Abuse link)</li> <li>- Appropriate online boundaries (Snapchat and images esp.)</li> </ul>	<p>How do humans change over the course of their life?          How do I deal with loss?          How are boys and girls different?          How do children change as they go through puberty?</p>	

## Long Term Map for Relationships Education

Year 6				
Medway Overarching Concepts: Probity, Equality, Inclusivity, Sustainability, Criticality, Mobility				
	Link to RSE framework	Key Theme(s)	Key Questions	Religious Education Topics
Autumn 1	Families and people who care for me	<ul style="list-style-type: none"> <li>- that families can take many shapes or forms and these differences in family structure should be respected</li> <li>- that stable, caring relationships are at the heart families</li> <li>- that we need to be able to recognise when family relationships are making us feel unhappy or unsafe</li> <li>- that there are many ways to seek help or advice</li> </ul>	<ul style="list-style-type: none"> <li>- What does the term 'family' mean?</li> <li>- Has the concept changed over time?</li> <li>- What forms can a family take?</li> <li>- What does it mean to be a family?</li> <li>- What can we do if we feel unhappy or unsafe in our family?</li> </ul>	
Autumn 2	Respectful Friendships	<ul style="list-style-type: none"> <li>- the importance of respecting others, despite differences, especially in their choices, preferences or beliefs</li> <li>- the importance of self-respect and how this links to their own happiness</li> <li>- the impact of bullying, being a bystander and help</li> </ul>	<ul style="list-style-type: none"> <li>- Is British society equal and inclusive?</li> <li>- Which groups do you think are still stigmatised in society today?</li> <li>- Why do you think that is?</li> <li>- What can you do to stand up to stigma?</li> </ul>	
Spring 1	Being safe Healthy eating Drugs and tobacco	<ul style="list-style-type: none"> <li>- how to recognise and report feelings of being unsafe about any adult</li> <li>- where to get advice</li> <li>- the characteristics of a poor diet, and risks associated with this</li> <li>- the facts about legal and illegal substances and associated risk, including smoking alcohol use and drug taking</li> </ul>	<ul style="list-style-type: none"> <li>- Who decides who we should trust?</li> <li>- Is trust something we can earn?</li> <li>- What does trust actually look like?</li> <li>- What do we do if someone mislays our trust?</li> <li>- What are illegal and legal substances?</li> <li>- What are the effects on your body?</li> </ul>	
Spring 2	Caring Friendships Changing adolescent body	<ul style="list-style-type: none"> <li>- that most friendships have ups and downs that these can often be worked through</li> <li>- how to recognise who to trust/not</li> <li>- key facts about your changing body, including physical and emotional changes</li> </ul>	<ul style="list-style-type: none"> <li>- Should we be friends with everyone?</li> <li>- Do we need such a thing as a 'best friend'? Is this a healthy concept?</li> <li>- Are you a bad person if you are not friends with someone?</li> <li>- Is being emotional a problem?</li> <li>- How and why do our emotions change?</li> <li>- Where can we get help with our emotions?</li> </ul>	
Summer 1	Health and prevention Mental wellbeing	<ul style="list-style-type: none"> <li>- the importance of sufficient good quality sleep for health, mood and ability to learn</li> <li>- simple self-care techniques</li> <li>- common for people to experience mental ill health; problem is often resolved once right help made available.</li> </ul>	<ul style="list-style-type: none"> <li>- Why is sleep important?</li> <li>- How can you look after yourself, inside and out!?</li> </ul>	
Summer 2	Mental Wellbeing Caring friends.	<ul style="list-style-type: none"> <li>- where and how to seek support (transition)</li> <li>- identifying triggers for support</li> <li>- isolation and loneliness can affect children</li> <li>- how to judge how friendships are making us feel</li> <li>- how to manage conflict</li> </ul>	<ul style="list-style-type: none"> <li>- How can you identify if you are feeling unwell?</li> <li>- Where can you go for support (transition)?</li> </ul>	