Greenmount Primary School

Relationships and Health Education Policy

Adopted by Greenmount Primary School governing body.
Last reviewed November 2026

Contents

1. Aims 3
2. Statutory requirements 3
3. Policy development 3
4. Definition 4
5. Curriculum 4
6. Delivery of Relationship education 4
7. Roles and responsibilities 6
7. Inclusivity 5
8. Roles and Responsibilities 5
9. Parents' right to withdraw 7
10. Training 8
11. Monitoring arrangements 8
Appendix 1: Curriculum map 9
Appendix 2: By the end of primary school pupils should know 18

1. Aims

At Greenmount Primary our curriculum provides children with the skills to embrace the challenges of creating a happy and successful adult life. Pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support

2. Statutory requirements and links to other policies

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

In teaching Relationships Education we must have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

As a primary academy, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we're required by our funding agreements to have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

3. Policy development

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

1. Review – a member of staff or working group 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 attend a meeting about the policy/the consultation was hold over survey monkey.

4. Pupil consultation – we investigated what exactly pupils want from their RE

5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

Relationship and Health Education, is about the emotional, social and cultural development of pupils, and involves learning about relationships, online safety, healthy lifestyles, diversity and personal identity. It 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.

We have developed the curriculum inline with the Leeds City Council, Health and wellbeing team. We consulted with parents, pupils 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. We have designed our curriculum to be both proactive and responsive, enabling us to address anticipated needs while adapting to emerging issues within our school community. We use a range of high quality resources from Pol-ED, Mindmate, Project Evolve and You, me and PSHE to ensure our curriculum meets the needs of our community.

Sex Education

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. It is recommended by the Department of Education therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

Sex Education at Greenmount Primary School is offered as an opt-out lesson which if required will be taught by the Health and Wellbeing Team from Leeds City Council. This will be taught in Summer term and all the lesson information will be shared with parents prior to teaching.

6. Delivery of Relationship and Health education

Relationship and Health Education, is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of Relationship and Health Education, are taught within the science curriculum, and other aspects are included in other subjects such as PE, computing and religious education.

Relationship and Health Education, in primary schools is split into two parts Relationships Education and Health Education (link in appendix 2). Relationship Education focuses on teaching the fundamental building blocks and characteristics of positive relationships.

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

Health Education aims to enable pupils to make good decisions about their own health and wellbeing, recognise when things are not right in their own health or the health of others and to seek support when needed.

- General Wellbeing
- Wellbeing Online

- Physical health and fitness
- Healthy Eating
- Drugs, Alcohol, tobacco and vaping
- Health Protection and prevention
- Personal safety
- Basic first aid
- Developing bodies

Only in Key Stage Two pupils will learn about the changing adolescent body and puberty. Details about what is taught and when can be found in Appendix 1. When children start to learn about puberty in Years 4, 5 and 6 they will be taught about the changes that occur to both sexes but these lessons will be taught in mixed groups or a combination of mixed and single sex groups . This will be dependent on the cohorts.

For more information about our Relationship and Health education curriculum, see Appendices 1 and 2.

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).

Using the correct vocabulary is very important when discussing sensitives subject is very important for the safeguarding of your children. Below are some of the words which teachers may use;

Key Stage One	Key Stage Two
Clean, Similar, different, Family, boy, girl, male, female, Body parts, arms, legs, head, body, babies, children, adult, penis, vagina, private parts, testicles, nipples ***penis and vagina aren't directly taught in KS1 but are the anatomically correct words teachers will use if needed.*	Womb, egg, sperm, pregnancy, twins, fostering, adoption, relationships, friendship, love, consent, Stereotypes, gender roles, similar, different Male, female, body parts, penis, vagina, Family, fostering, adoption, relationships, puberty, physical changes, emotional changes, Moods, menstruation, periods, tampons, sanitary towels, semen, erection, Sweat, breasts, spots, pubic hair, facial hair, underarm hair, scrotum, Testes (testicles)

7. Inclusivity and children with SEND

All pupils, whatever their experience, background and identity, are entitled to quality PSHE that helps them build confidence and a positive sense of self, and to stay healthy. All classes include pupils with different abilities and aptitudes, experiences and religious/cultural backgrounds, gender and sexual identities. To encourage pupils to participate in lessons, teachers will ensure content, approach, and use of inclusive language reflects the diversity of the school community, and helps each and every pupil to feel valued and included in the classroom.

We promote the needs and interest of all pupils. The school's approaches to teaching and learning take into account the ability, age, readiness and cultural backgrounds of pupils to ensure all can access the full PSHE and Relationship Education provision. We promote social learning and expect our pupils to show a high regard for the needs of others. PSHE is an important vehicle for addressing both multicultural and gender issues and ensuring equal opportunities for all.

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
    - Safe and supported
    - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
    - A whole-class setting
    - Small groups or targeted sessions
    - 1-to-1 discussions
    - Digital formats
- Give careful consideration to the level of differentiation needed

Responding to pupils' diverse learning needs:
Considerations will be made for:

- religious and cultural diversity
- differing gender needs and abilities, including SEND
- diverse sexuality of pupils
- homophobic/transphobic bullying and behaviour
- pupil's age and physical and emotional maturity
- pupils who are new to English

Ethnicity, religion and cultural diversity:
Our policy values the different backgrounds of all pupils in school and, in acknowledging and exploring different views and beliefs, seeks to promote respect and understanding. We encourage respect for all religions and cultures. We do not ask pupils to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

Special educational needs and learning difficulties:
We ensure that all pupils receive Relationships Education and we offer provision appropriate to the particular needs of our pupils, taking specialist advice where necessary. Staff will differentiate lessons to ensure that all members of the class can access the information fully. The school will use a variety of different strategies to ensure that all pupils have access to the same information. Some pupils will be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. These pupils will need help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable.

Sexual identity and sexual orientation:
We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all pupils, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive PSHE will foster good relations between pupils, tackle all types of prejudice, including homophobia, and promote understanding and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010.

Pupils who are new to English
The school should take into account the language skills of individual pupils, ensuring that all pupils have equal access to the PSHE provision and resources.

8. Roles and responsibilities

8.1 The governing board

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

8.2 The headteacher

The headteacher is responsible for ensuring that Relationship education is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of Relationship education (see section 8).

8.3 Staff

Subject leader will ensure that

- staff feel confident when delivering Relationship education
- staff are aware of the curriculum and the new guidelines
- PSHE and Relationship education are monitored regularly throughout school.

Staff are responsible for:

- Delivering Relationship education in a sensitive way
- Modelling positive attitudes to Relationship education
- Monitoring progress
- Responding to the needs of individual pupils

8.4 Pupils

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

Pupils views are consulted and collected through face to face interviews, questionnaires and surveys.

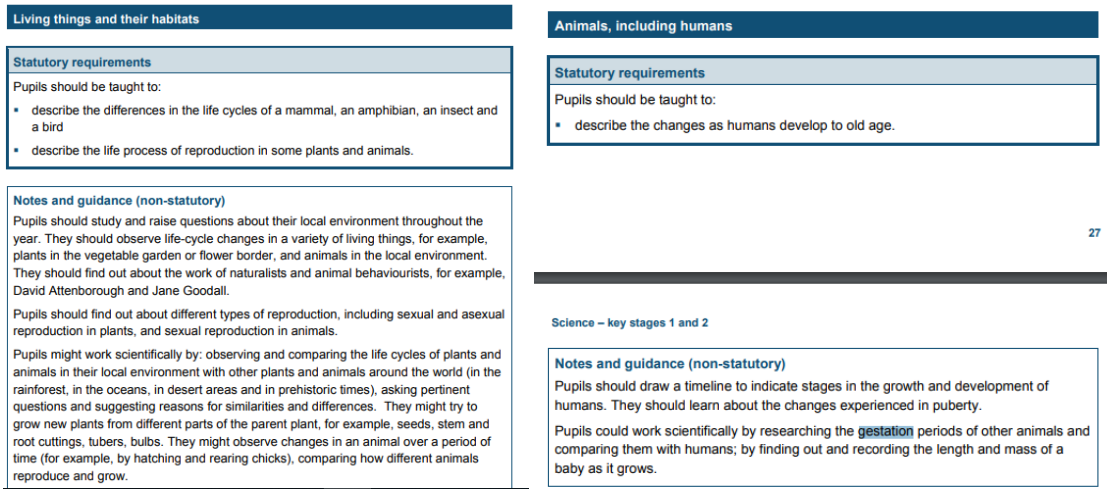
9. Parents' right to withdraw

Parents do not have the right to withdraw their children from Relationships and Health education in primary schools. Sex education is not compulsory in primary schools. The Department of Education recommends that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science. In line with this Greenmount Primary offers a Sex education session is run by Leeds City council Health and Wellbeing Team. A parent session is organised beforehand by school sharing the information and slides the children will receive. Year 6 Parents have the right to opt-out to the Sex Education Lessons taught by Leeds City Council if they wish to do so. Children will only be taught what is compulsory within the National Curriculum for Science. Details of which can be found below.

In year 5 children will learn about the scientific life process of asexual and sexual reproduction in animals and plants. Sexual reproduction is the term used to describe reproduction which involves male and females. This occurs in both plants and animals.

Flowering plants
They will learn some plants reproduce with sexual reproduction while others use asexual reproduction. In flowering plants, pollination occurs when the pollen is passed on to another flower, where fertilization occurs in the pistil. In non-flowering plants, some produce spores while others produce seeds.

Animals
They will learn about the life cycles of insect amphibians, birds and mammals. This will involve learning about how an egg needs to be fertilised, an embryo grows inside the egg. and this develops into an animal's offspring.



Living things and their habitats

Statutory requirements

Pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.

Notes and guidance (non-statutory)

Pupils should study and raise questions about their local environment throughout the year. They should observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment. They should find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall.

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

Pupils might work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences. 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.

Animals, including humans

Statutory requirements

Pupils should be taught to:

- describe the changes as humans develop to old age.

27

Science – key stages 1 and 2

Notes and guidance (non-statutory)

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.

10. Training

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

The subject leader will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching Relationship education.

11. Monitoring arrangements

The delivery of Relationship education is monitored by PSHE Subject Leader through:

- collecting children's books for work scrutiny on a rolling program and by chatting informally to colleagues.
- Drop in of lessons
- Displays around school
- Discussion and feedback from pupils and teachers
- Use of PASS survey and My Healthy School Survey to address any gaps and feedback from pupils
- Use of ask it baskets in class

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

This policy will be reviewed by PSHE Subject Leader annually. At every review, the policy will be approved by the governing board and the headteacher.

Appendix 1: Curriculum map

Relationships education curriculum map (full PSHE overview)

Subject:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Where in the World is Beeston?	Let's Celebrate	Can you travel in time?	Let's be curious	Freestyle	Moving on up
Nursery Reception	Personal Social Emotional Development underpins all areas of our the Early Years Foundation Stage curriculum. It is developed continually throughout the year through embedding classroom routines, encouraging positive relationships between children having clear expectation of behaviour and through sensitive child/adult interactions. Jigsaw is used to support PSHE					
Reception Self-regulation/ Managing self/ Building relationships	**Being me in my world** Who am I and how do I fit? •To understand how it feels to belong and that we are similar and different. •To start to recognise and manage my feelings. •To enjoy working with others to make school a good place to be. •To understand why it is good to be kind and use gentle hands. •To start to understand children's rights and this means we should all be allowed to learn and play. •To learn what being responsible means. PoI – Ed Understanding the law – what can I do if I'm feeling big emotions? What are rules?	**Celebrating difference** How are we the same? How are we different? • To identify something, I am good at and understand everyone is good at different things. • To understand that being different makes us all special. To know we are all different but the same in some ways. • To say why I think my home is special to me. • To say how to be a kind friend. • To know which words to use to stand up for myself when someone says or does something unkind.	**Dreams and goals** How can I achieve my goals? • To understand that if I persevere I can tackle challenges. • To talk about a time I didn't give up until I achieved my goal. • To set a goal and work towards it. • To use kind words to encourage people. • To understand the link between what I learn now and the job I might like to do when I'm older. • To say how I feel when I achieve a goal and know what it means to feel proud.	**Healthy me** How Can I keep safe and healthy? • To understand that I need to exercise to keep my body health. • To understand how moving and resting are good for my body. • To know which foods are healthy and not so healthy and can make healthy eating choices. • To know how to help myself go to sleep and understand why sleep is good for me. • To be able to wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet. To know what a stranger is and how to stay safe if a stranger approaches me.	**Relationships** What is a healthy relationship? • To identify some of the jobs I do in my family and how I feel like I belong. • To know how to make friends to stop myself from feeling lonely. • To think of ways to solve problems and stay friends. • To start to understand the impact of unkind words. • To use Calm Me time to manage my feelings. To know how to be a good friend. PoI – Ed – Relationships – How can I be a good friend? How can I play	**Changing me** How do I cope with change? • To name parts of the body. • To say some things I can do and foods I can eat to be healthy. • To understand that we all grow from babies to adults. • To express how I feel about moving to Year 1. • To talk about my worries and/or the things I am looking forward to about being in Year 1. • To share my memories of the best bits of this year in Reception.

	What are consequences?			Pol – Ed – Keeping Safe – How can I play safely? How can I keep safe at school?	nicely with others?	
Year 1	**Mental health and emotional wellbeing:** **Pupils learn:** ● about different types of feelings (**Mindmate** Lesson: Feeling good and being me) ● Identify and talk about times when people feel happy (**Mindmate** Lesson: Friends and Family) ● about managing different feelings ● about change or loss and how this can feel Pol – Ed – Wellbeing	**Physical Health and Wellbeing:** **Pupils learn:** • about food that is associated with special times, in different cultures • about active playground games from around the world • about sun-safety • **Mindmate** Lesson – Strong emotions) ● **Mindmate** Lesson: Solving problems – (Setting goals and working as a team.)	Relationships Education **Pupils learn:** • to understand and respect the differences and similarities between people (use **Mindmate** Lesson – Being the same, being different) • that everybody needs to be cared for and ways in which they care for others • about different types of family (grandparents, carers, care homes, same sex parents) and how their home-life is special.	**Keeping safe:** **Pupils learn:** ● Who are my trusted adults? ● safety in familiar situations ● How can I use things at home safely? ● What is 999? ● How can we stay safe around fire? ● about people who help keep them safe outside the home (Pol ed – what do the police	**Keeping safe:** **Pupils learn:** ● How can I keep safe in new places? Pol – Ed – Keeping Safe ● about personal safety, and how to speak up ● **Mindmate** Lesson: Life Changes ● about what can go into bodies and how it can make people feel (Drug topic in My PSHE) ● What is private information? Pol – Ed – Keeping Safe ●

			(also see Pol ed year 2 what is a family lesson) Pol-Ed –Year 1 Relationships	do? Understanding the law lesson) Pol – Ed – Keeping Safe		
Year 2	Relationships Education **Pupils learn:** 1. about what makes themselves and others special (**Mindmate** lesson: Feeling good & being me) 2. about roles and responsibilities at home and school **3.** about being co-operative with others (How can I work with different people? Pol-ed Relationships) 4. **Mindmate** Lesson – Being the same, being different)	**Mental health and emotional wellbeing:** **Pupils learn:** 1. about the importance of special people in their lives (Why are relationships important Pol-Ed lesson) 2. about making friends and who can help with friendships 3. about solving problems that might arise with friendships (**Mindmate** Lesson: Friends & family) 4. How do I share my worries? 5. **Mindmate** lesson: Life changes (Dealing with	**Our World (see, careers topic lesson plans Year 1 You, You and PSHE)** **Pupils learn:** 1. What are needs and wants? 2. about where money comes from and making choices when spending money 3. about saving money and how to keep it safe 4. about the different jobs people do 5. What is the internet? 6. Why does age matter? **Pol-ed – Understanding the law**	**Physical health and wellbeing:** **Pupils learn:** 1. What does it mean to be healthy and the importance of eating well 2. about the importance of physical activity, sleep and rest 3. What are the risks of video gaming? 4. about people who help us to stay healthy and well and about basic health and hygiene routines **Pol-ed – Wellbeing** 5. Through animal stories learn about the biological differences between male and female animals and their role in	**Keeping safe:** **Pupils learn:** 1. about keeping safe in the home, including fire safety 2. about keeping safe outside 3. about road safety 4. what are the different types of meetings? 5. How can I stay safe online? **Pol-ed – Keeping Safe**	**Keeping safe:** **Pupils learn:** 1. Keeping my body safe - What are private body parts? 2. why medicines are taken 3. where medicines come from 4. about keeping themselves safe around medicines 5. **Asthma lesson for Year 2, 3** **Pol-ed – Keeping Safe**

		loss) **Pol-Ed – Relationships**		the life cycle 6. about growing from young to old and that they are growing and changing		
Year 3	**Mental health and emotional wellbeing:** **Pupils learn:** 1. What am I good at? About celebrating achievements and setting personal goals (**Mindmate** lesson: Feeling good & being me)	**Keeping safe:** **Pupils learn:** 1. What are emergency services? 2. What are emergency situations? 3. What is risk? 4. Railway safety assembly (pol ed)	**Keeping Safe:** **Pupils learn:** 1. How can vaccinations support our health? **(pol ed – wellbeing)** 2. the definition of a drug and that drugs (including medicines) can be harmful to people (Pol-ed Year 5 -	**Our World:** **Pupils learn:** 1. Pupils learn about valuing the similarities and differences between themselves and others – (**Mindmate** Lesson – Being the same,	Relationships Education **Pupils learn:** 1. about the way we grow and change throughout the human lifecycle 2. **Mindmate** lesson: Life changes (handling change)	**Physical health and wellbeing:** **What helps me choose?** **Pupils learn:** 1. about making healthy choices about food and drinks 2. about how branding can affect what foods people choose to buy 3. about keeping active and

	2. What is mental health? 3. about dealing with put-downs and about positive ways to deal with set-backs Pol-ed – Wellbeing 4. **Mindmate** lesson: Strong emotions (Dealing with strong emotions)	Pol-ed – Keeping safe	Keeping Safe What do you know about drugs?) 3. about the effects and risks of smoking tobacco, second hand smoke and vaping	being different) 2. Pupils learn about what is meant by community (**pol-ed year 4, relationships who makes up my community)** 3. Pupils learn about belonging to groups 4. **(Mindmate** Lesson: Solving problems) 5. How can I be a responsible citizen? (pol ed – understanding the law)	3. to recognise bullying and how it can make people feel (**Mindmate** Lesson: Friends & family) 4. What do we mean by consent in friendship? Pol-ed – Relationships 5. about different types of bullying and how to respond to incidents of bullying and about what to do if they witness bullying (Pol- ed – relationships)	some of the challenges of this (see pol-ed year 4 – wellbeing topic)
Year 4	**Our World:** **Pupils learn:** 1. about what influences people's choices about	**Keeping Safe:** **Pupils learn:** 1. that there are drugs (other than medicines) that are common in	Relationship Education **Pupils learn:** 1. What is a healthy friendship? (pol-ed relationships)	**Keeping safe and managing risk:** **Pupils learn:** 1. Who do we encounter? (pol-ed	**Physical health and wellbeing:** **Pupils learn:** 1. Pupils learn about the physical	**Mental health and emotional wellbeing:** 1. **Mindmate** lesson: Feeling good and being me.

	spending and saving money 2. how people can keep track of their money 3. about the world of work 4. about Britain as a democratic society 5. about how laws are made (Pol-Ed year 3– understanding the law – what is the law and why do we have it?) 6. learn about the local council	everyday life, and why people choose to use them (**pol-ed year 6 – what are legal drugs?)** 2. about the effects and risks of drinking alcohol (pol ed - year 5 - wellbeing -How might drugs and alcohol make people feel? 3. about different patterns of behaviour that are related to drug use 4. **Mindmate** lesson: strong emotions (Resisting pressure)	2. **Mindmate** lesson: Friends and family 3. What are protected characteristics (pol-ed year 4 understanding the law) 4. What is discrimination? (pol-ed relationships) 5. **Mindmate** lesson: Being the same and different	keeping safe) 2. about keeping safe near roads, rail, water, building sites and around firework *fire safety and road safety on pol-ed for year 4)* 3. about what to do in an emergency and basic emergency first aid procedures Pol-Ed – keeping safe 4. **Mindmate** lesson: solving problems (coping in difficult situations) 5. how to be safe in their computer gaming habits (discuss gaming/gambling links) (pol-ed – year 5, keeping safe – what is gambling?)	changes associated with puberty 2. about the impact of puberty on physical hygiene and strategies for managing this 3. how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty **include different religious aspects* 4. about the importance of getting enough sleep 5. **Mindmate** lesson: Life changes	2. How do my choices help me to be healthy? (pol-ed wellbeing) 3. What are healthy habits? (pol-ed wellbeing)

Year 5	**Mental health and emotional wellbeing: Dealing with feelings** **Pupils learn:** 1. **Mindmate** lesson: Strong Emotions. (I know what mental health is) 2. about a wide range of emotions and feelings and how these are experienced in the body 3. about times of change and how this can make people feel 4. about the feelings associated with loss, grief and bereavement	Relationship Education **Pupils learn:** 1. about stereotyping, including gender stereotyping **Mindmate** lesson: being the same and being different. 2. to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact *(lesson 3 from Year 5 Relationships You, me and PSHE) could use* Pol-Ed – law – what is hate crime? 3. About prejudice and discrimination and how this can make people feel – (pol-ed – yr 5 relationships - How do words have power?) 4. that violence within relationships is not acceptable-	**Keeping safe and managing risk:** **Pupils learn:** 1. about keeping safe online (pol-ed, keeping safe – what can and can't I do on the internet?) 2. what are online relationships? (pol-ed relationships) 3. What is grooming? (pol-ed relationships) 4. How can we use our phones sensibly? Pol-ed Keeping safe- 5. What are deep fakes? Pol-ed Keeping safe	Physical Health and wellbeing **Pupils learn:** 1. about menstruation 2. about the changes that occur during puberty (physical, emotional and behavioural – changing the way we 'touch' as we get older e.g. grabbing and hugging) *include different religious aspects 3. **Mindmate** lesson: Life changes	**Keeping safe:** **Pupils learn:** 1. about the risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis (pol-ed year 6 – keeping safe what is vaping?) 2. strategies to resist pressure from others about whether to use drugs/smoking (pol-ed – year 5 relationships – what is peer pressure?) 1. **Mindmate** lesson: solving problems.	**Our World:** **Pupils learn:** 1. that money can be borrowed but there are risks associated with this (discuss gambling) (pol-ed year 5 -keeping safe - What are the risks with money?) 2. about enterprise 3. what influences people's decisions about careers

		Mindmate lesson: Friends and family. (unhealthy relationships)				
Year 6	**Mental health and emotional wellbeing:** **Pupils learn:** 1. what mental health is (**Mindmate** lesson: Strong Emotions) 2. about what can affect mental health and some ways of dealing with this 3. about some everyday ways to look after mental health (**Mindmate** lesson: feeling good and being me) 4. about the stigma and discrimination that can surround mental health	**Our world:** **Pupils learn:** 1. about people who have moved from place to place (including the experience of refugees) 2. about human rights and the UN Convention on the Rights of the Child Pol-ed -Year 3 – understanding the law - What are children's rights? 3. **Mindmate** lessons. Being same and diffrenent (Seeing change in positive light social media links)	Relationships Education **Pupils learn:** 1. what values are important to them in relationships and to appreciate the importance of friendship 2., Pol-Ed – year 5 relationships- What are my personal boundaries? 3. **Mindmate** lesson: Friends and family. (boundaries) 4. What does the law say about marriage? (pol-ed year 6 – Understanding the law) *include different religious aspects		**Keeping safe and moving on...** **Pupils learn:** 1. about feelings of being out and about in the local area with increasing independence 2. about recognising and responding to peer pressure. **Mindmate** lesson: Solving problems 3. about the consequences of anti-social behaviour (including gangs and gang related behaviour) (pol-ed- year 6 – understanding the law What is anti-social behaviour?) 4. about assessing the level of risk in different situations involving drug use and about ways to manage risk in situations involving drug use *(from drugs and alcohol lesson in you, me and PSHE)* 5. **Mindmate** lesson: Life changes (Moving on) **Opt-out Lesson – Sex Education run by Leeds Health and Wellbeing Team**	

Explorers	**Mental health and emotional wellbeing: Feelings** Pupils learn: about different types of feelings (**Mindmate** Lesson: Feeling good and being me) how to recognise how other people are feeling and how to respond to identify and talk about times when people feel happy and sad (**Mindmate** Lesson: Friends and Family) about managing different feelings about change or loss and how this can feel (for individual pupils when appropriate)	**Keeping safe and managing risk: Indoors and outdoors** Pupils learn: about keeping safe in the home, including fire safety about keeping safe outside about road safety **Mindmate** Lesson – Strong emotions (feeling sad)	**Physical health and wellbeing: What keeps me healthy?** Pupils learn: about eating well that physical activity, sleep and rest, keep us healthy about people who help us to stay healthy and well and about basic health and hygiene routines **Mindmate** Lesson: Solving problems –(keeping going) **Mindmate** Lesson – Strong emotions (recognising fair/unfair, kind/unkind and links with playing)

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

https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships_education_relationships_and_sex_education__RSE__and_health_education__for_intro_1_September_2026_.pdf