Durham Diocesan MAT (DDMAT)

Company Number 10847279

Policy for Relationships, Sex Education and Health Education

Programme of Study

September 2020

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Relationship Education	**Families and people who care for me** ***SIAMS Evaluation*** ***Strand 5: Dignity and Respect*** *How well the school's Christian vision creates an environment that embraces difference where all pupils, whatever their background or ability, can flourish because all are treated with dignity and respect.* *In creating a school environment built on dignity and respect, the school must evaluate:* *a) How well does your school's Christian vision and associated values uphold dignity and value all God's Children*, ensuring through its policy and practice the protection of all members of the school community?* *b) How well does the whole curriculum provides opportunities for all pupils to understand, respect and celebrate difference and diversity?* *c) Does the school have an approach to relationships and sex education (RSE) that ensures children are able to cherish themselves and others as unique and wonderfully made, and to form healthy relationships where they respect and offer dignity to others. (From 2020 onward)*	
By the end of primary school pupils should know:	• that families are important for children growing up because they can give love, security and stability. • 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. • 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. • 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. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	
Phase	**Key knowledge**	**Vocabulary**
Year 1 & 2	1. about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers 2. the role these different people play in children's lives and how they care for them 3. what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. 4. about the importance of telling someone — and how to tell them — if they are worried about something in their family	Family, Different , Similarities, Belonging Parents, carers, grandparents, uncles, aunties, nieces, nephews, cousins, Godparents Special, Relationship, Important Cooperate

Year 3 & 4	5. to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents 6. that being part of a family provides support, stability and love 7. about the positive aspects of being part of a family, such as spending time together and caring for each other 8. about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty 9. to identify if/when something in a family might make someone upset or worried 10. what to do and whom to tell if family relationships are making them feel unhappy or unsafe	Family, Loving, Caring, Safe, Respect, Connected, Difference, Similarities, Special, Family, Conflict, Solve it together, Solutions, Resolve, Responsibilities, Stereotype Personal, Unique, Characteristics Parents, Change, Attraction Pressure Personal Comfortable Special Love Appreciation Symbol Care
Year 5 & 6	11. what it means to be attracted to someone and different kinds of loving relationships 12. that people who love each other can be of any gender, ethnicity or faith 13. the difference between gender identity and sexual orientation and everyone's right to be loved 14. about the qualities of healthy relationships that help individuals flourish 15. ways in which couples show their love and commitment to one another, including those who are not married or who live apart 16. what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults 17. that people have the right to choose whom they marry or whether to get married 18. that to force anyone into marriage is illegal 19. how and where to report forced marriage or ask for help if they are worried	Grown up, Adult, Lifestyle, Culture, Society Attraction, Relationship, Pressure, Love, Feeling, Achievement
Resources including literature	• Jigsaw -Relationships and Changing Me / PowerPoint with families / family cards – animals / Planet Zarg PowerPoint • SEAL resources: relationships (blue set of resources) It explores feelings within the context of our important relationships including family and friends. The theme aims to develop knowledge, understanding and skills in three key social and emotional aspects of learning: self-awareness, managing feelings and empathy. In addition, there is a focus throughout the theme on helping children understand the feelings associated with an experience that we all need to cope with at some time: that of loss – whether of a favourite possession, a friend, a family home, or a loved one. • www.positivepenguins.com - lesson plans exploring feelings and emotions.	

	• https://www.theproudtrust.org/resources/resource-downloads/glossary/ - The Proud Trust Glossary, gives an easy to read list of some of the most common identities and terms used, when talking about sexual orientation and gender identity. • Love has no labels video https://www.youtube.com/watch?v=PnDgZuGIhHs • https://www.stonewall.org.uk/best-practice-toolkits-and-resources-0 - free downloadable resources, toolkits and posters. Stonewall helps to tackle homophobic, biphobic and transphobic bullying in education. See website for resources to help create a safe and inclusive school setting for all. • https://www.pshe-association.org.uk/curriculum-and-resources/resources/adoptables-schools-toolkit-coram-life-education - A resource exploring issues adopted young people may experience at school, and raising awareness of these challenges amongst students and staff. (KS2) • http://www.agendaonline.co.uk – A resource for practitioners who want to empower children (Age 7-11) to make positive relationships in their schools and communities. Can be used to develop inclusive, relevant and rights respecting relationships and sexuality education.

Relationship Education	**Caring Friendships** ***SIAMS Evaluation Schedule*** ***Strand 4: Community and Living Well Together*** *How well the school's Christian vision promotes social and cultural development through the practice of forgiveness and reconciliation that encourages good mental health, and enables all to flourish and live well together.* *To what extent does your school's Christian vision and associated values underpin relationships at all levels in the school community, enabling pupils to disagree well and to practice forgiveness and reconciliation?*	
By the end of primary school pupils should know:	• how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • 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. • 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.	
Phase	**Key knowledge**	**Vocabulary**
Year 1 & 2	20. about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers 21. the role these different people play in children's lives and how they care for them 22. how to be a good friend, e.g. kindness, listening, honesty 23. about different ways that people meet and make friends 24. strategies for positive play with friends, e.g. joining in, including others, etc. 25. about what causes arguments between friends 26. how to positively resolve arguments between friends 27. how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else	Family, Belong, Different, Same, Friends, Friendship, Qualities, Praise, Caring, Sharing, Kind, Team Work, Achieve, Working Together. Diversity, Difference, Fairness, Kindness, Conflict, Points of View, Likes/Dislikes, Problem Solving
Year 3 & 4	28. about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty	Fairness, Choices, Feelings, Friendship, Conflict Solution, Problem Solving, Relationships, Happiness,

	29. about the features of positive healthy friendships such as mutual respect, trust and sharing interests 30. strategies to build positive friendships 31. how to seek support with relationships if they feel lonely or excluded	Included, Welcome, Valued, Team, Accept Differences, Conflict, Negotiate, Compromise, Trust, Loyalty, Empathy, Forgiveness.
Year 5 & 6	32. what makes a healthy friendship and how they make people feel included 33. strategies to help someone feel included 34. about peer influence and how it can make people feel or behave 35. the impact of the need for peer approval in different situations, including online 36. strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication 37. that it is common for friendships to experience challenges 38. strategies to positively resolve disputes and reconcile differences in friendships 39. that friendships can change over time and the benefits of having new and different types of friends 40. how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable 41. when and how to seek support in relation to friendships 42. to compare the features of a healthy and unhealthy friendship 43. about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong 44. what consent means and how to seek and give/not give permission in different situations	Rights, Responsibility, Consequences, Choices, Cooperation, Collaboration, Debate, Motivation, Respect, Pressure, Risky, Safe, Vulnerable Secure, Participation, Rights Responsibility, Collaboration, Empathy, Behaviour, Choices, Consequences, Democracy, Decisions,
Resources including literature	Jigsaw - Being Me in My World, Celebrating Differences, Dreams and Goals, Healthy Me, Relationships https://metrocharity.org.uk/ https://www.pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars	

Relationship Education	**Respectful Relationships** ***SIAMS Evaluation*** ***Strand 5: Dignity and Respect*** *How well the school's Christian vision creates an environment that embraces difference where all pupils, whatever their backg round or ability, can flourish because all are treated with dignity and respect.* *In creating a school environment built on dignity and respect, the school must evaluate:* *a) How well does your school's Christian vision and associated values uphold dignity and value all God's Children*, ens uring through its policy and practice the protection of all members of the school community?* *b) How well does the whole curriculum provides opportunities for all pupils to understand, respect and celebrate difference a nd diversity?* *c) Does the school have an approach to relationships and sex education (RSE) that ensures children are able to cherish themselves and others as unique and wonderfully made, and to form healthy relationships where they respect and offer dignity to others. (From 2020 on ward)*	
By the end of primary school pupils should know:	• the importance of respecting others, even when they are very different from them (for example, physically, in character, pe rsonality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show d ue respect to others, including those in positions of authority. • 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. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.	
Phase	**Key knowledge**	**Vocabulary**
Year 1 & 2	45. what kind and unkind behaviour mean in and out school 46. how kind and unkind behaviour can make people feel 47. about what respect means 48. about class rules, being polite to others, sharing and taking turns 49. about the things they have in common with their friends, classmates, and other people 50. how friends can have both similarities and differences 51. how to play and work cooperatively in different groups and situations	Same, Different, Change, Proud Respect, Support, Stereotypes Trust, Honesty, Reliable, Acceptable, Unacceptable, Comfortable, Uncomfortable, Resilience,

	52. how to share their ideas and listen to others, take part in discussions, and give reasons for their views	
Year 3 & 4	53. to recognise respectful behaviours e.g. helping or including others, being responsible 54. how to model respectful behaviour in different situations e.g. at home, at school, online 55. the importance of self-respect and their right to be treated respectfully by others 56. what it means to treat others, and be treated, politely 57. the ways in which people show respect and courtesy in different cultures and in wider society 58. to recognise differences between people such as gender, race, faith 59. to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations 60. about the importance of respecting the differences and similarities between people 61. a vocabulary to sensitively discuss difference and include everyone	Caring, Safe, Difference, Special, Conflict, Solution, Resolve, Bystanding, Bullying, Gay, Unkind Feelings, Tell, Value, Worries, Consequences, Hurtful, Praise Welcomed, Valued, Team, Cooperation, Assertive, Agree, Disagree, Pressure
Year 5 & 6	62. to recognise that everyone should be treated equally 63. why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own 64. what discrimination means and different types of discrimination e.g. racism, sexism, homophobia 65. to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment 66. the impact of discrimination on individuals, groups and wider society 67. ways to safely challenge discrimination 68. how to report discrimination online 69. about the link between values and behaviour and how to be a positive role model 70. how to discuss issues respectfully 71. how to listen to and respect other points of view 72. how to constructively challenge points of view they disagree with 73. ways to participate effectively in discussions online and manage conflict or disagreements	Appreciation, Challenge, Rights, Responsibility, Consequences, Similarity, Differences, Culture. Rights, Empathy, Consequences, Collaboration, Cooperation, Responsibilities, Normal, Disability, Empathy, Diversity, Bullying, Power, Control, Pressure, Assertiveness
Resources including literature	https://learning.nspcc.org.uk/research-resources/schools/pants-teaching# https://plprimarystars.com/resources Premier League Primary Stars-KS2 Behaviour/relationships Do the right thing Premier League Primary Stars KS2 PSHE Developing values	

	https://www.alzheimers.org.uk/get-involved/dementia-friendly-communities/dementia-teaching-resources Jigsaw – Being Me, Celebrating Difference, Dreams and Goals, Relationships and Changing Me

Relationship Education	**Online Relationships** ***SIAMS Evaluation*** ***Strand 5: Dignity and Respect*** *How well the school's Christian vision creates an environment that embraces difference where all pupils, whatever their backg round or ability, can flourish because all are treated with dignity and respect.* *In creating a school environment built on dignity and respect, the school must evaluate:* *a) How well does your school's Christian vision and associated values uphold dignity and value all God's Children*, ensuring through its policy and practice the protection of all members of the school community?* *b) How well does the whole curriculum provides opportunities for all pupils to understand, respect and celebrate difference and d iversity?* *c) Does the school have an approach to relationships and sex education (RSE) that ensures children are able to cherish t hemselves and others as unique and wonderfully made, and to form healthy relationships where they respect and offer dignity to others. (From 2020 on ward)*	
By the end of primary school pupils should know:	• that people sometimes behave differently online, including by pretending to be someone they are not. • 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. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.	
Phase	**Key knowledge**	**Vocabulary**
Year 1 & 2	74. basic rules for keeping safe online 75. whom to tell if they see something online that makes them feel unhappy, worried, or scared	Safe, respect, responsible, e-safety, online, personal, private, information, acceptable, unacceptable, worry, help, content, contact
Year 3 & 4	76. how to recognise risks online such as harmful content or contact 77. how people may behave differently online including pretending to be someone they are not	Safe, respect, responsible, e-safety, online, personal, private, information, acceptable, unacceptable, worry, help, content, contact, cyberbullying,

	78. how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online 79. how to communicate respectfully with friends when using digital devices 80. how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know 81. what to do or whom to tell if they are worried about any contact online 82. What is appropriate to share with friends, classmates, family and wider social groups including online 83. about what privacy and personal boundaries are, including online 84. basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision 85. that bullying and hurtful behaviour is unacceptable in any situation 86. about the effects and consequences of bullying for the people involved 87. about bullying online, and the similarities and differences to face-to-face bullying	password, protect, concern, SMART, danger, online personas, unwanted, digital, device
Year 5 & 6	88. strategies to respond to pressure from friends including online 89. how to assess the risk of different online 'challenges' and 'dares' 90. how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable 91. how to get advice and report concerns about personal safety, including online 92. ways to participate effectively in discussions online and manage conflict or disagreements 93. to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment 94. how to report discrimination online 95. the impact of the need for peer approval in different situations, including online 96. how to model respectful behaviour in different situations e.g. at home, at school, online	Safe, respect, responsible, e-safety, online, personal, private, information, acceptable, unacceptable, worry, help, content, contact, cyberbullying, password, protect, concern, SMART, danger, online personas, unwanted, digital, device, screen time, digital footprint, social media, restrictions, sharing, sensibly

Resources including literature	ThinkUKnow – Jessie and Friends/Lee and Kim Jigsaw Safety Online Communities- Online safety statement game Online Safety Video - Hectors World TES- Online Internet Safety Lesson Plan and Resources- sorting cards safe and not safe on the internet Twinkl – Online safety Powerpoints Twinkl- Buddy the dog internet safety Lee and Kim – Animal Adventure – ThinkUKnow SID's song Google: Internet Legends/Safety Tips Comic Book Capers WebWise – My Selfie in the Wider World It's Up To Us Saferinternet.org.uk – SMART resources ChildNet – Only a Game, What is reliable?, The Smart Crew Digizen – Digital Values CEOP – Cyber Café UK Safer Internet Centre BBC – Lonely Princess/It's Personal resources/Do you know how to stay safe? DfE – Advice for schools 2014

Relationship Education	**Being safe** ***SIAMS Evaluation*** ***Strand 5: Dignity and Respect*** *How well the school's Christian vision creates an environment that embraces difference where all pupils, whatever their backg round or ability, can flourish because all are treated with dignity and respect.* *In creating a school environment built on dignity and respect, the school must evaluate:* *a) How well does your school's Christian vision and associated values uphold dignity and value all God's Children*, ensuring through its policy and practice the protection of all members of the school community?* *b) How well does the whole curriculum provides opportunities for all pupils to understand, respect and celebrate difference and d iversity?* *c) Does the school have an approach to relationships and sex education (RSE) that ensures children are able to cherish t hemselves and others as unique and wonderfully made, and to form healthy relationships where they respect and offer dignity to others. (From 2020 on ward)*	
By the end of primary school pupils should know:	• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • 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. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not k now. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.	
Phase	**Key knowledge**	**Vocabulary**
Year 1 & 2	97. how rules keep us safe 98. about situations when someone's body or feelings might be hurt and whom to go to for help 99. about what it means to keep something private, including parts of the body that are private 100. to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) 101. how to respond if being touched makes them feel uncomfortable or unsafe 102. when it is important to ask for permission to touch others 103. how to ask for and give/not give permission	Safe, Special, Calm, Like, Dislike, Confidentiality, Greeting, Touch, Feel, Texture Good secret, Worry secret, Telling, Adult, Trust, Honesty, Reliability, Private, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable.

	104. how to recognise hurtful behaviour, including online 105. what to do and whom to tell if they see or experience hurtful behaviour, including online 106. about what bullying is and different types of bullying 107. how someone may feel if they are being bullied 108. about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help 109. how to resist pressure to do something that feels uncomfortable or unsafe 110. how to ask for help if they feel unsafe or worried and what vocabulary to use 111. how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines 112. how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about' 113. to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger	
Year 3 & 4	114. What is appropriate to share with friends, classmates, family and wider social groups including online 115. about what privacy and personal boundaries are, including online 116. basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision 117. that bullying and hurtful behaviour is unacceptable in any situation 118. about the effects and consequences of bullying for the people involved 119. about bullying online, and the similarities and differences to face-to-face bullying 120. what to do and whom to tell if they see or experience bullying or hurtful behaviour 121. to differentiate between playful teasing, hurtful behaviour and bullying, including online 122. how to respond if they witness or experience hurtful behaviour or bullying, including online 123. recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable	Safe Scared, Strategy, Anxious, Advice, Harmful Risk, Feeling, Attraction, Pressure, Peers, Personal, Comfortable, Appreciation, Care, Anxiety, Fear, Assertive, Believe, Right, Wrong

	124. how to manage pressures associated with dares 125. when it is right to keep or break a confidence or share a secret 126. how to recognise risks online such as harmful content or contact 127. how people may behave differently online including pretending to be someone they are not 128. how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online 129. how to identify typical hazards at home and in school 130. how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen 131. about fire safety at home including the need for smoke alarms 132. the importance of following safety rules from parents and other adults 133. how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety	
Year 5 & 6	134. to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations 135. how to ask for, give and not give permission for physical contact 136. how it feels in a person's mind and body when they are uncomfortable 137. that it is never someone's fault if they have experienced unacceptable contact 138. how to respond to unwanted or unacceptable physical contact 139. that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about 140. whom to tell if they are concerned about unwanted physical contact 141. to compare the features of a healthy and unhealthy friendship 142. about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong 143. strategies to respond to pressure from friends including online	Direct, Indirect, Cyberbullying, Respect, Body Image, Being Responsibly, Age Limit, Rights, Choice, Irresponsible Choice, Risks, Grooming, Trolled, Gambling, Consequences, Power, Struggle, Control, Harassment, Exploited, Criminal, Illegal, Assertive, Authority,

	144. how to assess the risk of different online 'challenges' and 'dares' 145. how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable 146. how to get advice and report concerns about personal safety, including online 147. what consent means and how to seek and give/not give permission in different situations 148. to identify when situations are becoming risky, unsafe or an emergency 149. to identify occasions where they can help take responsibility for their own safety 150. to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour 151. that female genital mutilation (FGM) is against British law[1] 152. what to do and whom to tell if they think they or someone they know might be at risk of FGM	
Resources including literature	https://learning.nspcc.org.uk/research-resources/schools/pants-teaching https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme https://www.pshe-association.org.uk/curriculum-and-resources/resources/jessie-friends https://www.pshe-association.org.uk/curriculum-and-resources/resources/nspcc-share-aware-resources https://www.pshe-association.org.uk/curriculum-and-resources/resources/google-and-parent-zone-ks2-internet-safety https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme https://www.pshe-association.org.uk/curriculum-and-resources/resources/play-share Jigsaw- Being Me In My World, Celebrating Differences, Relationships, Changing Me Smartie The Penguin	

Physical health and mental wellbeing	**Mental Wellbeing** ***SIAMS Evaluation Schedule*** ***Strand 4: Community and Living Well Together*** *How well the school's Christian vision promotes social and cultural development through the practice of forgiveness and reconciliation that encourages good mental health, and enables all to flourish and live well together.* *How well do leaders ensure there is support for good mental health in children and adults and a sense of belonging that embraces and celebrates difference?*	
By the end of primary school pupils should know:	• that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • 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. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.	
Phase	**Key knowledge**	**Vocabulary**
Year 1 & 2	153. what it means to be healthy and why it is important 154. about routines and habits for maintaining good mental health 155. how to describe and share a range of feelings 156. ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others 157. how to manage big feelings including those associated with change, loss and bereavement 158. when and how to ask for help, and how to help others, with their feelings	like, not like, love, happy, sad, angry, upset, scared friendships, relationships, feelings, love, frustrated, obstacles, fair/unfair belong, calm down, steady, problem solve, uncomfortable, comfortable

	159. to recognise what makes them special and unique including their likes, dislikes and what they are good at 160. how to manage and whom to tell when finding things difficult, or when things go wrong 161. how they are the same and different to others 162. about different kinds of feelings 163. how to recognise feelings in themselves and others 164. how feelings can affect how people behave	worried, nervous, mental health and wellbeing
Year 3 & 4	165. that regular exercise such as walking or cycling has positive benefits for their mental health 166. about the things that affect feelings both positively and negatively 167. strategies to identify and talk about their feelings 168. about some of the different ways people express feelings e.g. words, actions, body language 169. to recognise how feelings can change overtime and become more or less powerful 170. that everyone is an individual and has unique and valuable contributions to make 171. to recognise howstrengths and interests form part of a person's identity 172. how to identify their own personal strengths and interests and what they're proud of (in school, out of school) 173. to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues 174. basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again	Boredom, anticipation, resentment, excitement, frightened, anxious Nervous, belonging, excepted, rejected, left out, hopeful, thoughts, scared
Year 5 & 6	175. that mental health is just as important as physical health and that both need looking after 176. to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support 177. how to recognise, respect and express their individuality and personal qualities 178. about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes 179. ways to boost their mood and improve emotional wellbeing 180. about the link between participating in interests, hobbies and community groups 181. and mental wellbeing 182. how negative experiences such as being bullied or feeling lonely can affect mental wellbeing	trust, fears, repercussions, apologising, honesty, forgiveness, seeking advice, expressing feelings insecure/secure sore spot over reaction humiliation gossip rumour mixed feelings empathy

	183. positive strategies for managing feelings 184. that there are situations when someone may experience mixed or conflicting feelings 185. how feelings can often be helpful, whilst recognising that they sometimes need to be overcome 186. to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available 187. identify where they and others can ask for help and support with mental wellbeing in and outside school 188. the importance of asking for support from a trusted adult 189. about the changes that may occur in life including death, and how these can cause conflicting feelings 190. that changes can mean people experience feelings of loss or grief 191. about the process of grieving and how grief can be expressed 192. about strategies that can help someone cope with the feelings associated with change or loss 193. to identify how to ask for help and support with loss, grief or other aspects of change	empathise nervousness Worried secure/insecure anxiety/anxious Petrified terrified
Resources including literature	https://www.thriveapproach.com/ https://www.pshe-association.org.uk/content/guidance-and-lessons-teaching-about-mental-health Mental health and wellbeing lessons (KS1) https://www.minded.org.uk MindEd educational resources on children and young people's mental health https://www.1decision.co.uk/ (5-8) -Keeping/staying healthy / (5-8) -Feelings & emotions https://learning.nspcc.org.uk/research-resources/schools/making-sense-relationships https://www.pshe-association.org.uk/curriculum-and-resources/resources/newswise-news-literacy-project-and-resources https://www.pshe-association.org.uk/curriculum-and-resources/resources/rise-above-schools-teaching-resources **Child Bereavement UK** https://www.childbereavementuk.org **Winston's wish** https://www.winstonswish.org/coronavirus/	

	Winston's wish is a charity which has many resources to help us specifically through this challenging time. Winston's Wish supports bereaved children, young people, their families, and the professionals who support them. **At a Loss** https://www.ataloss.org A Christian based organisation. Does not focus specifically on children. Has a helpful short film to support others who are bereaved https://www.ataloss.org/Pages/FAQs/Category/coronavirus-pandemic **Cruse Bereavement Care** https://www.cruse.org.uk/ Informative website with a lot of resources. • It has specific section for schools and resources, for young people, for parents, for those supporting the bereaved and for understanding bereavement. • It has a helpful 'page' on what to say • https://www.cruse.org.uk/get-help/coronavirus/coronavirus-what-say-when-someone-grieving **Hope Again** https://www.hopeagain.org.uk/ Hope Again is the youth website of Cruse Bereavement Care. It is a safe place where you can learn from other young people, how to cope with grief, and feel less alone. Here you will find information about their services, a listening ear from other young people and advice for any young person dealing with the loss of a loved one. It has personal stories/films and comments in a 'youth helpful' way

Physical health and mental wellbeing	**Internet safety and harms** ***SIAMS Evaluation Schedule*** ***Strand 4: Community and Living Well Together*** *How well the school's Christian vision promotes social and cultural development through the practice of forgiveness and reconciliation that encourages good mental health, and enables all to flourish and live well together.* *How well do leaders ensure there is support for good mental health in children and adults and a sense of belonging that embraces and celebrates difference?*	
By the end of primary school pupils should know:	• that for most people the internet is an integral part of life and has many benefits. • 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 and physical wellbeing. • 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. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.	
Phase	**Key knowledge**	**Vocabulary**
Year 1 & 2	194. how and why people use the internet 195. the benefits of using the internet and digital devices 196. how people find things out and communicate safely with others online 197. why some things have age restrictions, e.g. TV and film, games, toys or play areas 198. basic rules for keeping safe online 199. whom to tell if they see something online that makes them feel unhappy, worried, or scared 200. the ways in which people can access the internet e.g. phones, tablets, computers 201. to recognise the purpose and value of the internet in everyday life	

	202. to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos 203. that information online might not always be true	
Year 3 & 4	204. how the internet can be used positively for leisure, for school and for work 205. to recognise that images and information online can be altered or adapted and the reasons for why this happens 206. strategies to recognise whether something they see online is true or accurate 207. to evaluate whether a game is suitable to play or a website is appropriate for their age-group 208. to make safe, reliable choices from search results 209. how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication 210. that everything shared online has a digital footprint 211. that organisations can use personal information to encourage people to buy things 212. to recognise what online adverts look like 213. to compare content shared for factual purposes and for advertising 214. why people might choose to buy or not buy something online e.g. from seeing an advert 215. that search results are ordered based on the popularity of the website and that this can affect what information people access	

Year 5 & 6	216. to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise 217. basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased 218. that some media and online content promote stereotypes 219. how to assess which search results are more reliable than others 220. to recognise unsafe or suspicious content online 221. how devices store and share information 222. how to protect personal information online 223. about the benefits of safe internet use e.g. learning, connecting and communicating 224. how and why images online might be manipulated, altered, or faked 225. how to recognise when images might have been altered 226. why people choose to communicate through social media and some of the risks and challenges of doing so 227. that social media sites have age restrictions and regulations for use 228. the reasons why some media and online content is not appropriate for children 229. how online content can be designed to manipulate people's emotions and encourage them to read or share things 230. about sharing things online, including rules and laws relating to this 231. how to recognise what is appropriate to share online 232. how to report inappropriate online content or contact 233. how to protect personal information online 234. to identify potential risks of personal information being misused 235. strategies for dealing with requests for personal information or images of themselves 236. to identify types of images that are appropriate to share with others and those which might not	

	be appropriate 237. that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be 238. what to do if they take, share or come across an image which may upset, hurt or embarrass them or others 239. how to report the misuse of personal information or sharing of upsetting content/ images online 240. about the different age rating systems for social media, T.V, films, games and online gaming 241. why age restrictions are important and how they help people make safe decisions about what to watch, use or play 242. how balancing time online with other activities helps to maintain their health and wellbeing 243. strategies to manage time spent online and foster positive habits e.g. switching phone off at night 244. what to do and whom to tell if they are frightened or worried about something they have seen online 245. how to protect personal information online	
Resources including literature	**Education for a Connected World is the UK Council for Internet safety (UKCCIS) framework of digital knowledge and skills for different ages and stages.** **Sexting advice from UKCCIS for schools on preventative education and managing reports of sexting.** **Thinkuknow is the education programme from National Crime Agency (NCA) and Child Exploitation Online Programme (CEOP), which protects children both online and offline. The site offers materials for parents, teachers and pupils on a wide range of online safety issues and facts about areas such as digital footprints, recognising fake websites and checking URLs.**	

Physical health and mental wellbeing	**Physical health and fitness** ***SIAMS Evaluation Schedule*** ***Strand 4: Community and Living Well Together*** *How well the school's Christian vision promotes social and cultural development through the practice of forgiveness and reconciliation that encourages good mental health, and enables all to flourish and live well together.* *How well do leaders ensure there is support for good mental health in children and adults and a sense of belonging that embraces and celebrates difference?*	
By the end of primary school pupils should know:	• the characteristics and mental and physical benefits of an active lifestyle. • 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. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.	
Phase	**Key knowledge**	**Vocabulary**
Year 1 & 2	1. what it means to be healthy and why it is important 2. about physical activity and how it keeps people healthy 3. about different types of play, including balancing indoor, outdoor and screen-based play	
Year 3 & 4	4. the positive and negative effects of habits, such as regular exercise on a healthy lifestyle 5. that regular exercise such as walking or cycling has positive benefits for their mental and physical health 6. to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally 7. what good physical health means and how to recognise early signs of physical illness	

Year 5 & 6	8. about the benefits of being outdoors and in the sun for physical and mental health 9. identify where they and others can ask for help and support with physical health and fitness in and outside school 10. the importance of asking for support from a trusted adult	
Resources including literature	**1decision-primary-pshe-education-programme** https://www.outdoor-learning.org/	

Physical health and mental wellbeing	**Healthy eating** ***SIAMS Evaluation Schedule*** ***Strand 4: Community and Living Well Together*** *How well the school's Christian vision promotes social and cultural development through the practice of forgiveness and reconciliation that encourages good mental health, and enables all to flourish and live well together.* *How well do leaders ensure there is support for good mental health in children and adults and a sense of belonging that embraces and celebrates difference?*	
By the end of primary school pupils should know:	• what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	
Phase	**Key knowledge**	**Vocabulary**
Year 1 & 2	246. what it means to be healthy and why it is important 247. about healthy and unhealthy foods, including sugar intake	Food groups, protein, fat, carbohydrates, vegetables, fruit, calcium, minerals, vitamins, sugar, nutrition Energy, muscles, bones, teeth
Year 3 & 4	248. about the choices that people make in daily life that could affect their health 249. to identify healthy and unhealthy choices (e.g. in relation to food) 250. what can help people to make healthy choices and what might negatively influence them 251. about habits and that sometimes they can be maintained, changed or stopped 252. the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle 253. what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally 254. to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and	

	mentally	
Year 5 & 6	255. about how the media portrays young people, body image and health issues and that identity is affected by a range of factors, including the media and a positive sense of self 256. about eating disorders, including recognising when they or others need help, sources of help and strategies for accessing it	
Resources including literature	https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme https://www.mentallyhealthyschools.org.uk/mental-health-needs/eating-problems/# https://www.pshe-association.org.uk/system/files/PSHE%20%E2%80%93%20Key%20standards%20in%20teaching%20about%20body%20image%2022nd%20April.pdf https://www.dove.com/uk/dove-self-esteem-project/school-workshops-on-body-image-confident-me.html https://www.nationaleatingdisorders.org/learn/general-information/ten-steps Science national curriculum	

Physical health and mental wellbeing	**Drugs, alcohol and tobacco** ***SIAMS Evaluation Schedule*** ***Strand 4: Community and Living Well Together*** *How well the school's Christian vision promotes social and cultural development through the practice of forgiveness and reconciliation that encourages good mental health, and enables all to flourish and live well together.* *How well do leaders ensure there is support for good mental health in children and adults and a sense of belonging that embraces and celebrates difference?*	
By the end of primary school pupils should know:	• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	
Phase	**Key knowledge**	**Vocabulary**
Year 1 & 2	257. what it means to be healthy and why it is important 258. how to help keep themselves safe at home in relation to medicines/household products 259. about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel	
Year 3 & 4	260. the importance of taking medicines correctly and using household products safely 261. to recognise what is meant by a 'drug' 262. that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing 263. to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects 264. to identify some of the risks associated with drugs common to everyday life 265. that for some people using drugs can become a habit which is difficult to break 266. how to ask for help or advice	Drugs, smoking, alcohol, e-cigarette Over the counter and prescription medicines

Year 5 & 6	267. about the risks and effects of different drugs 268. about the laws relating to drugs common to everyday life and illegal drugs 269. to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs 270. about the organisations where people can get help and support concerning drug use 271. how to ask for help if they have concerns about drug use 272. about mixed messages in the media relating to drug use and how they might influence opinions and decisions	Legal drugs, illegal drugs, pharmacy, prescription, pharmacist, nicotine
Resources including literature	https://www.pshe-association.org.uk/curriculum-and-resources/resources/drug-wise-primary-school-resource-islington https://www.pshe-association.org.uk/curriculum-and-resources/resources/teaching-drug-and-alcohol-education-confidence https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview?WT.mc_id=RiseAboveforSchools_PSHEA_EdComs_Resource_listing_Sep17 National curriculum for Science Year 6	

Physical health and mental wellbeing	**Health and prevention** ***SIAMS Evaluation Schedule*** ***Strand 4: Community and Living Well Together*** *How well the school's Christian vision promotes social and cultural development through the practice of forgiveness and reconciliation that encourages good mental health, and enables all to flourish and live well together.* *How well do leaders ensure there is support for good mental health in children and adults and a sense of belonging that embraces and celebrates difference?*	
By the end of primary school pupils should know:	• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.	
Phase	**Key knowledge**	**Vocabulary**
Year 1 & 2	273. what it means to be healthy and why it is important 274. ways to take care of themselves on a daily basis 275. about basic hygiene routines, e.g. hand washing 276. about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors 277. how to keep safe in the sun 278. the importance of, and routines for, brushing teeth and visiting the dentist 279. about food and drink that affect dental health 280. about routines and habits for maintaining good physical and mental health 281. why sleep and rest are important for growing and keeping healthy 282. that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies	Dentist, toothbrush, toothpaste Sun cream, factor, sun hat Hand washing, bacteria

	283. the importance of, and routines for, brushing teeth and visiting the dentist 284. about food and drink that affect dental health	
Year 3 & 4	285. about the choices that people make in daily life that could affect their health 286. to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) 287. what can help people to make healthy choices and what might negatively influence them 288. about habits and that sometimes they can be maintained, changed or stopped 289. that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary 290. how to maintain oral hygiene and dental health, including how to brush and floss correctly 291. the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health	Dentist, toothbrush, toothpaste, decay, floss
Year 5 & 6	292. how sleep contributes to a healthy lifestyle 293. healthy sleep strategies and how to maintain them 294. about the benefits of being outdoors and in the sun for physical and mental health 295. how to manage risk in relation to sun exposure, including skin damage and heat stroke 296. how medicines can contribute to health and how allergies can be managed 297. that some diseases can be prevented by vaccinations and immunisations 298. that bacteria and viruses can affect health 299. how they can prevent the spread of bacteria and viruses with everyday hygiene routines 300. to recognise the shared responsibility of keeping a clean environment	
Resources including literature	https://www.pshe-association.org.uk/curriculum-and-resources/resources/sleep-factor-lesson-plans-powerpoints https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme	

Physical health and mental wellbeing	**Basic first-aid** ***SIAMS Evaluation Schedule*** ***Strand 4: Community and Living Well Together*** *How well the school's Christian vision promotes social and cultural development through the practice of forgiveness and reconciliation that encourages good mental health, and enables all to flourish and live well together.* *How well do leaders ensure there is support for good mental health in children and adults and a sense of belonging that embraces and celebrates difference?*	
By the end of primary school pupils should know:	• how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.	
Phase	**Key knowledge**	**Vocabulary**
Year 1 & 2	301. how to respond if there is an accident and someone is hurt 302. about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 or 111 and what to say	Emergency, first aid, treatment, accident, danger
Year 3 &4	303. know to find a responsible adult in an emergency or to dial 999 and what to say to get help. 304. will be able to explain steps on how to get help in an emergency and to give accurate information. 305. to recognise how people, react in an emergency and the importance of following basic emergency procedures 306. will be able to demonstrate know to keep themselves and the injured person safe in an emergency and how to call the emergency services.	Safe, injury, responsive, unresponsive, crisis, safe-area
Year 5 & 6	307. how to deal with common injuries using basic first aid techniques 308. how to respond in an emergency, including when and how to contact different emergency services	first aider, casualty, life-threatening conditions, danger, response, airway, breathing, circulation, responsive, unresponsive, choking cardiopulmonary resuscitation, strain, sprain, dislocation, veins, arteries, bruise,

		abrasion, laceration, incision, puncture, fracture
Resources including literature	https://www.pshe-association.org.uk/curriculum-and-resources/resources/life-live-it-primary-school-resources-red-cross https://www.sja.org.uk/course-information/training-for-pupils/pupil-first-aid-courses/	

Physical health and mental wellbeing	**Changing adolescent body** ***SIAMS Evaluation*** ***Strand 5: Dignity and Respect*** *How well the school's Christian vision creates an environment that embraces difference where all pupils, whatever their backg round or ability, can flourish because all are treated with dignity and respect.* *In creating a school environment built on dignity and respect, the school must evaluate:* *a) How well does your school's Christian vision and associated values uphold dignity and value all God's Children*, ensuring through its policy and practice the protection of all members of the school community?* *b) How well does the whole curriculum provides opportunities for all pupils to understand, respect and celebrate difference a nd diversity?* *c) Does the school have an approach to relationships and sex education (RSE) that ensures children are able to cherish themselves and others as unique and wonderfully made, and to form healthy relationships where they respect and offer dignity to others. (From 2020 on ward)*	
By the end of primary school pupils should know:	• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.	
Phase	**Key knowledge**	**Vocabulary**
Year 1 & 2	309. about the human life cycle and how people grow from young to old 310. how our needs and bodies change as we grow up 311. to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) 312. about change as people grow up, including new opportunities and responsibilities	*body part, same, different, boy, girl, neck, shoulders, chest, spine, bottom, vagina, vulva, ankles, nostrils, penis, testicles, shins, chin, knees, toes, lips, elbow, fingers, eyebrows, thighs*
Year 5 & 6	313. how to identify external genitalia and reproductive organs 314. about the physical and emotional changes during puberty 315. key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams 316. strategies to manage the changes during puberty including menstruation 317. the importance of personal hygiene routines during puberty including washing regularly and using deodorant 318. how to discuss the challenges of puberty with a trusted adult	*puberty, males, female, moods, emotional changes, menstruation, periods, ovary, vagina, cervix, uterus, fallopian tube, egg, lining of womb, sanitary towel, wet dreams, penis, testicles, scrotum, urethra, prostate gland, seminal vesicle, bladder, semen, sweat, breasts, spots, pubic hair, facial hair, underarm hair, personal hygiene, peer*

	319. how to get information, help and advice about puberty 320. identify the links between love, committed relationships and conception 321. that for some people their gender identity does not correspond with their biological sex 322. what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults 323. how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb 324. that pregnancy can be prevented with contraception Pupils are often aware that sexual intercourse does not always result in a baby and they may already be aware of or have heard about some common methods of contraception (e.g. condoms, the contraceptive pill or avoiding sexual intercourse). A basic understanding of contraception can be taught at primary level. This may include basic information about common forms of contraception (for example, condoms and the contraceptive pill) and how these can prevent a baby being made. Schools will need to decide whether this is appropriate for their community and cohorts and consider how to approach this as part of Sex Education. 325. about the responsibilities of being a parent or carer and how having a baby changes someone's life	
Resources including literature	https://www.sexeducationforum.org.uk/resources/teaching-resources https://learning.nspcc.org.uk/research-resources/schools/relationships-health-and-sex-education-resources https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview?WT.mc_id=RiseAboveforSchools_PSHEA_EdComs_Resource_listing_Sep17	