LANGLEY MILL ACADEMY

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Relationships and Sex Education (RSE) and Health Education Policy (Primary)

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1.1	12/10/26	A Bland	Update for LMA vision and curriculum.

Contents

1. Statement of Intent 4
2. Legal Framework 5
3. Policy development 5
4. Roles and Responsibilities 5
5. Organisation of the RSE and Health Education Curriculum 6
6. RSE and RSHE Subject Overview 7
7. Health and Wellbeing Education Overview 7
8. Delivery of the Curriculum 7
9. Curriculum Links 8
10. Working with Parents/Carers 8
11. Working with External Agencies 9
12. Withdrawal from Lessons 9
13. Equality and Accessibility 10
14. Safeguarding and Confidentiality 11
15. Assessment 11
16. Staff Training 11
17. Monitoring Quality 11
18. Monitoring and Review 11

Appendix 1: Statutory Guidance 12

Appendix 2: School overviews 17

1. Statement of Intent

Children need the knowledge and skills that will enable them to make informed and ethical decisions about their well-being, health and relationships. High quality, evidence-based teaching of relationships, sex and health education, (RSHE) can help prepare children for the opportunities and responsibilities of adulthood. RSHE can also promote their moral, social, mental and physical development. High-quality RSHE teaching will enable children to develop positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness and trustworthiness. The effective delivery of the RSHE curriculum will support the prevention of harm by helping children to understand and identify when things are not right.

At Tapestry Learning Partnership (Tapestry) and Langley Mill Academy, we believe that every young person has the right to receive high-quality Relationships Education, Relationships and Sex Education and Health Education that enables them to:

- Understand the skills and knowledge that form building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves safe.
- Be prepared for more complex RSHE curriculum content at secondary school.
- Understand that families of many forms provide a nurturing environment for children.
- Understand how to keep themselves and others safe and to understand how to recognise and report risks and abuse, including online.
- Understand that bullying can include the use of derogatory terms relating to sex, race, disability or sexual orientation.
- Know how to seek advice and raise concerns.
- Understand that being a victim of abuse is never the fault of the child.

Our curriculum is rooted in dignity, inclusion, safeguarding and evidence-informed practice. It reflects our commitment to ensuring every child leaves our school equipped not only with academic success but with the knowledge, character and confidence to lead healthy, safe and fulfilling lives.

The curriculum contributes to Tapestry's vision of:

'Every Child and Young Person to Succeed and Flourish.'

Langley Mill Academy's vison of:

Learn, Marvel & Aspire

Learn: We will teach knowledge, skills and values through an enriched education that broadens horizons.

Marvel: Children will experience moments of wonder, awe and creativity: they discover who they are and how they belong.

Aspire: Every child is given the best opportunities to flourish and dream big: they leave us with secure values, ready to succeed.

Through the PSHE curriculum, our school aims to support the spiritual, moral, social, and cultural development of pupils and prepare them for life in modern Britain.

2. Legal Framework

This policy has been written with due regard to all relevant statutory guidance and legislation, including but not limited to:

- The Equality Act 2010
- The Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2025
- Keeping Children Safe in Education (2026)
- SEND code of practice: 0 to 25 years - GOV.UK
- Early years foundation stage (EYFS) statutory framework - GOV.UK

Schools are required to ensure that the curriculum is delivered in an age-appropriate, factual, inclusive, and non-judgemental manner, allowing pupils to explore complex topics in a safe learning environment.

3. Policy development

This policy was originally developed in consultation with staff, pupils, and parents/carers to address the relevant national guidance. School leaders continue to consult with parents/carers and pupils.

4. Roles and Responsibilities

4.1 The Trust (Tapestry)

Tapestry will review this policy regularly and ensure that any changes required by national legislation or local need are implemented.

4.2 Board of Trustees

The Board of Trustees has strategic responsibility for ensuring that schools fulfil their statutory obligations in relation to Relationships and Sex Education and Health Education. In fulfilling this responsibility, the Board of Trustees will ensure via the chief strategy group that:

- The curriculum enables all pupils to make appropriate progress in achieving the expected educational outcomes set out in the statutory guidance.
- Provision is inclusive and accessible for pupils with Special Educational Needs and Disabilities (SEND)
- Parents/carers are provided with clear information about curriculum content and their right to request withdrawal from the non-statutory elements of sex education.
- Curriculum content and teaching materials are aligned with the statutory guidance.

4.3 Headteacher

The Headteacher has overall responsibility for the implementation of this policy and for ensuring that the school meets all statutory requirements in relation to RSE and Health Education. This responsibility includes:

- Ensuring that the curriculum is effectively implemented across the school.
  Ensuring that staff delivering the curriculum receive appropriate training and support.

- Ensuring that parents/carers are informed about the curriculum and how it is delivered.
- Reviewing requests from parents/carers to withdraw their child from the non-statutory elements of sex education
- Ensuring that appropriate alternative educational provision is available for pupils who are withdrawn from lessons.
- Ensuring that safeguarding procedures are followed if pupils make disclosures during lessons.

The Headteacher may delegate elements of this responsibility to senior leaders within the school.

4.4 RSE and Health Education Subject Leader

The RSE and Health Education subject leader is responsible for the strategic leadership and operational management of the PSHE curriculum. This includes:

- Overseeing the design, implementation, and development of the PSHE curriculum.
- Ensuring that the curriculum is carefully sequenced so that knowledge builds progressively across year groups.
- Ensuring that curriculum content is age-appropriate and meets statutory requirements.
- Supporting staff delivering PSHE lessons and providing guidance on sensitive topics.
- Ensuring that appropriate resources are available to support teaching.
- Monitoring the quality of teaching and learning within the subject.
- Organising professional development opportunities for staff.
- Evaluating the effectiveness of the curriculum and reporting findings to senior leaders.

4.5 Teaching Staff

Teachers and tutors (where applicable) delivering PSHE, RSE and Health Education are responsible for:

- Delivering the curriculum in a sensitive, inclusive, and professional manner.
- Ensuring that lessons are appropriately planned and structured to meet the needs of pupils.
- Using a range of teaching strategies and resources to support engagement and understanding.
- Modelling positive attitudes towards relationships, wellbeing, and equality.
- Ensuring that personal opinions are not expressed.
- Reporting safeguarding concerns to the Designated Safeguarding Lead in accordance with Tapestry's Safeguarding & Child Protection Policy.
- Abiding to impartiality laws and training (CPD).

5. Organisation of the RSE and Health Education Curriculum

At Langley Mill Academy the RSHE curriculum is delivered through the Kapow scheme of learning supported by additional resources from the NSPCC and a mapped assembly schedule.

(Delete/ Amend as appropriate) a combination of:

5.1 Tutor-led PSHE lessons

PSHE is delivered fortnightly through the tutor programme. Pupils typically receive three to four sessions per half term, depending on the length of the term. These lessons are delivered by trained tutors and follow a structured programme of study.

5.2 Enrichment and Drop-Down Days

In addition to tutor sessions, each year group participates in PSHE enrichment days throughout the academic year. These sessions allow extended learning opportunities and often involve specialist workshops delivered by external providers.

Topics are reviewed annually and informed by:

- Safeguarding data
- Pupil voice
- Local community needs
- National safeguarding priorities

6. RSE and RSHE Subject Overview

The RSE curriculum supports pupils to develop the knowledge and skills needed to build healthy relationships.

Pupils learn about:

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

7. Health and Wellbeing Education Overview

Health education enables pupils to develop an understanding of physical and mental wellbeing. Topics include:

- General well-being
- Well-being online
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco, and vaping
- Health protection and prevention
- Personal safety
- Basic first aid
- Developing bodies

8. Delivery of the Curriculum

The majority of the curriculum is delivered through PSHE lessons.

RSHE will be taught through a whole school approach to wellbeing and positive relationships. The curriculum will be supported by other school policies including behaviour and safeguarding.

Sex education is not compulsory in primary schools, but it is recommended that children in years 5 and 6 are taught sex education, in line with content about conception and birth, which forms the national curriculum for science.

Teaching will ensure that:

- Knowledge is sequenced logically across year groups.
- Content is delivered in manageable units of learning.
- Pupils have opportunities to practise applying knowledge in realistic contexts.
- Teaching is inclusive and accessible for all pupils.

Lessons use a range of teaching approaches including:

- Discussion
- Group work
- Case studies and scenario-based learning
- Reflective activities

8.1 Managing difficult questions

Pupils may ask questions about topics which go beyond any sex education covered by the school. In these situations, teachers will handle such questions, with an emphasis on supporting the child. This may include asking a pupil to speak to their parents/carers or a trusted adult, signposting to support services where needed, and recognising that children whose questions go unanswered might instead turn to inappropriate sources of information, including online.

9. Curriculum Links

The PSHE curriculum is supported by learning in other subjects including:

- Science
- Computing/IT
- Physical Education
- Citizenship

10. Working with Parents/Carers

The school recognises the important role that parents/carers play in supporting pupils' learning and development. Parents/carers are informed about the PSHE curriculum through:

- The academy website
- School communications
- Information available at parents' evenings

Parents/carers are encouraged to contact the school if they wish to discuss curriculum content and view materials used in teaching RSHE (where applicable).

11. Working with External Agencies

External organisations may contribute to the delivery of the PSHE curriculum where specialist expertise is beneficial.

External visitors may include:

- NHS professionals
- Safeguarding organisations
- Theatre groups delivering educational performances
- Community safety organisations
- Professional speakers

All visitors must comply with Tapestry's safeguarding and visitor procedures.

12. Withdrawal from Lessons

If a primary school provides sex education, Headteachers must automatically grant a request to withdraw a pupil from it, other than the content taught as part of the science curriculum.

12.1 Parental Right to *Request Withdrawal Under the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2025*

Parents/carers have the right to request that their child be withdrawn from some or all of the sex education delivered as part of the PSHE curriculum, with the exception of content that forms part of the statutory science curriculum.

Sex education in this context refers to teaching about sexual relationships and sexual health delivered outside of the science curriculum.

Pupils cannot be withdrawn from:

- Relationships education
- Health education
- Biological aspects delivered through science lessons. These areas are statutory and must be taught to all pupils

12.2 Process for Requesting Withdrawal

If a parent or carer wishes to request that their child be withdrawn from the non-statutory elements of sex education, the following process will apply:

Written request

The parent or carer must submit a written request to the Headteacher outlining their request to withdraw their child from specific elements of the curriculum.

Meeting with the Headteacher

The Headteacher or a delegated senior leader, will arrange a meeting with the parent or carer to:

- Discuss the nature and purpose of the curriculum
- Explain the benefits of pupils receiving the education

- Provide an opportunity for parents/carers to review curriculum materials where appropriate.

Consideration of the request
The Headteacher will carefully consider the request in accordance with statutory guidance and will respect the parent/carer's legal right to withdraw their child from non-statutory sex education.

Alternative educational provision
Where a pupil is withdrawn from sex education lessons, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

12.3 Curriculum Transparency

Tapestry and the school are committed to maintaining transparency with parents/carers regarding curriculum content.
The school will ensure that:

- This policy is published on the academy website
- Parents/carers are informed about the curriculum through communications and events
- Parents/carers have opportunities to discuss the curriculum with staff if they have concerns or questions

12.4 Safeguarding Considerations

The school recognises that some elements of the curriculum address issues that may be relevant to safeguarding and personal safety. Even where pupils are withdrawn from sex education lessons, they will continue to receive teaching relating to:

- Healthy relationships
- Consent and personal boundaries
- Recognising abuse and exploitation
- Online safety

These topics form part of the statutory relationships and health education curriculum and are essential for safeguarding and wellbeing.

13. Equality and Accessibility

Tapestry and the school are committed to ensuring that the curriculum is inclusive and accessible for all pupils. Teaching reflects the requirements of the Equality Act 2010 and recognises the diverse backgrounds of pupils within the school community.

For children with special educational needs and disabilities (SEND), teaching will be adapted and personalised.

Support may include:

- Adapted and scaffolded resources and learning materials
- Additional adult support

14. Safeguarding and Confidentiality

Safeguarding is a central element of the PSHE curriculum.

Staff follow the procedures outlined in Tapestry's Safeguarding & Child Protection Policy and statutory guidance in Keeping Children Safe in Education (2026). Any safeguarding concerns raised during lessons will be reported to the Designated Safeguarding Lead.

15. Assessment

Assessment within PSHE focuses on monitoring understanding and engagement. Methods include reflective activities, written tasks, knowledge checks, and teacher feedback.

16. Staff Training

Staff delivering the curriculum receive ongoing professional development. Training may include safeguarding training, guidance on teaching sensitive topics and updates on statutory guidance.

17. Monitoring Quality

The quality of the curriculum is monitored through:

- Lesson visits
- Work scrutiny
- Pupil voice
- Staff voice
- Safeguarding trend analysis

18. Monitoring and Review

This policy will be reviewed annually by Tapestry, Headteacher and PSHE subject leader.

Any updates will be communicated to staff, parents/carers, and governors.

Appendix 1: Statutory Guidance

By the end of primary school pupils should know:

Families and People Who Care for Me

Curriculum content:

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring Friendships

Curriculum content:

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, Kind Relationships

Curriculum content:

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect, how to be assertive and express needs and boundaries, how to manage feelings, including disappointment and frustration.

4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online Safety and Awareness
Curriculum content:

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being Safe
Curriculum content:

1. What sort of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.

2. The concept of privacy and its implications for both children and adults, including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Health and Wellbeing Education (Primary)
In our primary schools we teach the benefits and importance of physical activity, good nutrition and sufficient sleep to promote good learning and support emotional awareness.

General Wellbeing
Curriculum content:

1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
2. The importance of promoting general wellbeing and physical health.
3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. That isolation and loneliness can affect children, and the benefits of seeking support.
7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
10. That it is common to experience mental health problems, and early support can help.

Wellbeing Online
Curriculum content:

1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how there might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-

person relationships, looking at the pros and cons of different ways of using online connection.
3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.
10. That they have rights in relation to sharing personal data, privacy and consent.
11. Where and how to report concerns and get support with issues online.

Physical Health and Fitness
Curriculum content:

1. The characteristics and mental and physical benefits of an active lifestyle.
2. The importance of building regular physical activity into daily and weekly routines and how to achieve this, for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.
3. The risks associated with an inactive lifestyle, including obesity.
4. How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy Eating
Curriculum content:

1. What constitutes a healthy diet (including understanding calories and other nutritional content).
2. Understanding the importance of a healthy relationship with food.
3. The principles of planning and preparing a range of healthy meals.
4. 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).

Drugs, Alcohol, Tobacco and Vaping
Curriculum content:

1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

Health Protection and Prevention

Curriculum content:

1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.
4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist.
5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

Personal Safety
Curriculum content:

1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

Basic First Aid
Curriculum content:

1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

Developing Bodies
Curriculum content:

1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

Appendix 2: School overviews

https://www.kapowprimary.com/subjects/rse-pshe/curriculum/rse-pshe-parent-information/

Year 3	My healthy self: How can I take care of my mind and body?	Connecting with others: What helps us feel safe and included?	The online world: How should we communicate online?	Citizenship: What rights and responsibilities do we have?	Health protection: How can we prevent illness and injury and respond if they happen?	Citizenship: What careers do people choose and why?
Year 4	My healthy self: How can I make healthy choices?	Connecting with others: How can we respect each other?	The online world: How can we decide what to trust online?	Citizenship: How can I spend money responsibly?	Growing up: How will my body and emotions change as I grow up?	Staying safe: What signs help me recognise what is safe or unsafe?
Year 5	My healthy self: How can I support my mind and body as I grow?	Connecting with others: Why are healthy relationships important?	The online world: How am I influenced by what I see online?	Citizenship: How can we make a difference in our communities and beyond?	Growing up: How can I manage the changes to my body and emotions as I grow up?	Citizenship: How can we be in control of our money?
Year 6	My healthy self: How do my choices today shape my future health?	Connecting with others: What does it mean to stand up for myself and others?	The online world: How do I feel about the things I see online?	Citizenship: How can we protect everyone's rights?	Staying safe: How can I stay safe as I grow up?	Sex education: How do people become parents and carers?