



RELATIONSHIPS AND SEX EDUCATION POLICY



Date: March 2024

Policy Review Cycle: Every three years

Review Assigned to: Kirklevington Primary School Local Governing Body

The Relationships and Sex Education Policy

Ratification GB meeting 08/5/24

Kirklevington Primary School is a Rights Respecting School and this policy is underpinned by our continued work of our commitment to Unicef and the UN Convention of Rights of the Child.

This policy links directly to the following articles of the UN Convention of the Rights of the child:

Article 2 (non-discrimination) The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

Article 3 (best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 12 (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

Article 13 (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 14 (freedom of thought, belief and religion) Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

Article 16 (right to privacy) Every child has the right to privacy. The law should protect the child's private, family and home life, including protecting children from unlawful attacks that harm their reputation.

Article 17 (access to information from the media) Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

Article 19 (protection from violence, abuse and neglect) Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Article 24 (health and health services) Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 33 (drug abuse) Governments must protect children from the illegal use of drugs and from being involved in the production or distribution of drugs. Article 34 (sexual exploitation) Governments must protect children from all forms of sexual abuse and exploitation.

Sex and Relationships Education - definition (content other than that covered by the Science Curriculum)

The focus of Relationships Education in Kirklevington Primary School is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

Respect for others is taught in an age-appropriate way, in terms of understanding one's own and others' boundaries.

From the beginning, teachers talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. Teachers will address online safety and appropriate behaviour, including content on how information and data is shared and used in all contexts, including online.

When teaching about families, there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them.

School will encourage cultivation of character traits and positive personal attributes, helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils will develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Pupils will be taught how to recognise and to report abuse, including emotional, physical and sexual abuse. This will be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. Pupils will be taught about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong.

Sex Education is not statutory in Primary Schools, however, some content will be taught to meet the needs of our pupils. During Year 6, our transition phase before moving to secondary schools supports our pupils' ongoing emotional and physical development. Boys and girls are prepared for the changes that adolescence brings, and knowledge will be drawn from the national curriculum for science for how a baby is conceived and born. All parents are consulted before the final year of primary school with detailed content of what will be taught and parents are given the right to withdraw their child from Sex Education.

How is Sex and Relationships Education taught?

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). Pupils also receive stand-alone sex education sessions delivered by a trained health professional. -

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

- Families and people who care for me
- Caring friendships
- Respectful relationships

- Online relationships
- Being safe

Year 6 – Sex Education

- Know how and understand why close relationships are formed, especially during adolescence
- Understand why friendship is important in the establishment of close relationships now about and understand the physical, mental and emotional changes that take place during puberty
- Learn about sex (and bust some myths!)
- Know about gender identities and have an awareness of transgender issues
- Understand the difference between being transgender and transvestite

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Who is responsible for teaching Sex and Relationships Education?

Sex and Relationships Education will be delivered by class teachers and/or teaching assistants. PSHE lead is responsible for delivery of staff training and monitoring of RSE.

How is Sex and Relationships Education monitored and evaluated?

Regular book scrutiny will take place to ensure work is covered and recorded. Lesson walkthroughs to be carried out.

Staff to feedback on the RSE curriculum and children's work. Pupils to give their feedback through their teachers and school councillors.

Do parents / carers have the right to withdraw their child from Sex and Relationships Education? Parents / carers do not have the right to withdraw their child from Relationships education as it is a statutory requirement of Primary Schools from September 2020.

Parents / carers do have the right to withdraw their child from Sex Education in Year 6 after being provided with detailed information about the content that will be covered.

How often will the Sex and Relationships Education policy be reviewed? What date will it be next reviewed?

To be reviewed every 3 years.

The next review date will be March 2026.

What is the subject content of Sex and Relationships Education?

TOPIC	BY THE END OF PRIMARY SCHOOL PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • 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

	<p>respect those differences and know that other children's families are also characterised by love and care</p> <ul style="list-style-type: none"> • 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
Caring friendships	<ul style="list-style-type: none"> • 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
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • 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 due 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
Online relationships	<ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> • 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
Being safe	<ul style="list-style-type: none"> • 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 know • 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

See Appendix 1 for year group overviews

How is delivery of the content made accessible to all pupils, including those with SEND?

- High quality teaching that is differentiated and personalised, preparing all pupils for adulthood outcomes
- School awareness that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND
- Content and teaching is tailored to meet the specific needs of pupils at different developmental stages, ensuring it is sensitive, age appropriate, developmentally appropriate and delivered with reference to the law (Equality Act 2010)
- RRSA article

How is delivery of the content made accessible to all pupils, including those with varying religious backgrounds, age, sex, race, disability, religious or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (Equality Act 2010)?

- High quality teaching is differentiated and personalised, preparing all pupils for adulthood outcomes
- School awareness that some pupils are more vulnerable to exploitation, bullying and other issues due to sexual orientation or gender reassignment
- Content and teaching is sensitive and age appropriate
- Article 23 UNCRC

How has the Sex and Relationships Education policy been produced? How will it be kept under review (In both cases working with parents)?

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy

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

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

6. Review & ratification – after the 3 year cycle, staff reviewed the policy and made the necessary amendments; it was then put forward to be ratified by governors.

What are the requirements on schools in law (The Equality Act 2010 and schools: Departmental advice)? Schools must produce a RSE policy based on the guidance from the Department for Education. The policy is Relationships Education, Relationships and Sex Education (RSE) and Health Education (see for further guidance) Equality Act 2010.

How does the Sex and Relationships Education policy reflect the views of parents, teachers and pupils? Staff meeting, parents meeting - pupil voice

How does the Sex and Relationships Education policy reflect the views of Governors?

As well as fulfilling their legal obligations, the governing boards or management committee make sure that:

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

APPENDIX 1

YEAR 1	
3D PSHE LESSON OVERVIEW	
Autumn 1	Unit 5 LESSON 6: Internet Safety - E-Safety Unit 3 LESSON 6: Emotions – Mood Swings Unit 1 LESSON 1: Feelings - How I Feel! Unit 1 LESSON 2: Responses - You and Me Unit 1 LESSON 3: Opinions - I Think... Unit 1 LESSON 4: Co-operation – Negotiation Unit 1 LESSON 5: Co-operation - Want to Play? Unit 1 LESSON 6: Co-operation - Let's Debate!
Autumn 2	Unit 4 LESSON 1: Happiness - Smile! Unit 3 LESSON 1: Fair and Unfair - It's Not Fair! Unit 3 LESSON 2: Comparisons - All the Same Unit 3 LESSON 4: Right and Wrong - In the Right
Spring 1	Unit 2 LESSON 1: Definition - A Bully is... Unit 2 LESSON 2: Unkindness - Blame Game Unit 2 LESSON 3: Behaviour - Bullying is... Unit 2 LESSON 4: Behaviour - + and - Unit 2 LESSON 5: Behaviour - Help Me! Unit 3 LESSON 3: Behaviour - In My Shoes Unit 3 LESSON 5: Teasing - Cry Baby!
Spring 2	Unit 1 LESSON 1: Healthy Eating - Vote Green! Unit 2 LESSON 1: Dental Hygiene - Brushing Up! Unit 2 LESSON 2: Dental Hygiene - Bright White Unit 2 LESSON 3: Dental Hygiene - Top Teeth Unit 2 LESSON 4: Washing Hands - Meet Grub! Unit 2 LESSON 5: Keeping Clean - Bath-time Unit 2 LESSON 6: Skin - Skinny Tips
Summer 1	Unit 3 LESSON 6: Kindness - Give a Little Unit 4 LESSON 5: Family - My Family Unit 4 LESSON 6: Family - Special People Unit 1 LESSON 6: Caring - Talking to Plants
Summer 2	Unit 3 LESSON 4: Changing Needs - I Need Unit 3 LESSON 3: Growing Up - All Grown Up Unit 5 LESSON 1: Sun Safety – It's a cover up! Unit 5 LESSON 4: Personal Safety - Secret Surprise Unit 5 LESSON 5: Emotional Safety - Getting Help

YEAR 2	
3D PSHE LESSON OVERVIEW	
Autumn 1	Core Theme 1 Unit 1 LESSON 3: Healthy Eating - Party Time! Core Theme 1 Unit 3 LESSON 5: Responsibility - Who's at Fault? Core Theme 3 Unit 1 LESSON 1: Rules / Expectations - We Expect ... Core Theme 3 Unit 1 LESSON 2: Rules / Expectations - Class Charter Core Theme 3 Unit 1 LESSON 3: Taking Turns - It's Your Turn! Core Theme 3 Unit 1 LESSON 4: Lending / Borrowing - The Borrowers Core Theme 3 Unit 1 LESSON 5: Sharing - Share the Booty
Autumn 2	Core Theme 2 Unit 4 LESSON 1: Friendship - Forever Friends Core Theme 2 Unit 4 LESSON 2: Friendship - Make Friends Core Theme 2 Unit 4 LESSON 3: Friendship - Hola! Bonjour! Core Theme 2 Unit 4 LESSON 4: Friendship - Share Alike
Spring 1	Core Theme 1 Unit 4 LESSON 2: Anger - Grrrr! Core Theme 1 Unit 4 LESSON 3: Love - Three Little Words Core Theme 1 Unit 4 LESSON 4: Sadness - How to Cope Core Theme 1 Unit 4 LESSON 5: Consequences - Good v Bad Core Theme 1 Unit 4 LESSON 6: Aspirations - It's a Goal!

Spring 2	<p>Core Theme 3 Unit 2 LESSON 1: Our School - Common GoalsCore Theme 3 Unit 2 LESSON 2: Belonging - I Belong ... Core Theme 3 Unit 2 LESSON 3: Belonging - Join Our Club! Core Theme 3 Unit 2 LESSON 4: Local Citizenship - Our Local Area Core Theme 3 Unit 2 LESSON 5: Local Citizenship - Community Care Core Theme 1 Unit 5 LESSON 2: Road Safety – Green X Code Core Theme 1 Unit 5 LESSON 3: Drug Safety - Magic Medicine</p>
Summer 1	<p>Core Theme 1 Unit 3 LESSON 1: Similarities and Differences - Boys v GirlsCore Theme 1 Unit 3 LESSON 2: The Human Body - Body Bits Core Theme 1 Unit 1 LESSON 2: Healthy Eating - Meat Eaters; Core Theme 1 Unit 1 LESSON 4: Physical Activity - Get Physical! Core Theme 1 Unit 1 LESSON 5: Physical Activity - Mighty Muscles Core Theme 1 Unit 1 LESSON 6: Exercise - Workout!</p>
Summer 2	<p>Core Theme 3 Unit 3 LESSON 1: Money - Grows on Trees? Core Theme 3 Unit 3 LESSON 2: Money - Coining it in! Core Theme 3 Unit 3 LESSON 3: Money - Keep Money Safe Core Theme 3 Unit 3 LESSON 4: Money - Shopping List Core Theme 3 Unit 3 LESSON 5: Choices - This or That? Core Theme 3 Unit 3 LESSON 6: Enterprise - Dragons' Den</p>

YEAR 3 3D PSHE LESSON OVERVIEW	
Autumn 1	<p>Core Theme 1 Unit 6 LESSON 1: E-Safety – Online Chat Core Theme 1 Unit 6 LESSON 2: Online Privacy – The Secrets Jar Core Theme 1 Unit 6 LESSON 3: Online Privacy – E-ProtectionCore Theme 1 Unit 6 LESSON 4: Online Privacy – It’s PersonalCore Theme 3 Unit 1 LESSON 1: Rules – I’m In Charge! Core Theme 3 Unit 1 LESSON 2: Thinking Ahead – Lesson Planning Core Theme 3 Unit 1 LESSON 3: Taking the Lead – Learning Time</p>
Autumn 2	<p>Core Theme 1 Unit 5 LESSON 1: Loss / Separation – Lost! Core Theme 1 Unit 5 LESSON 2: Loss / Separation – Found! Core Theme 3 Unit 4 LESSON 1: Money Choices – A Million Dollars Core Theme 3 Unit 4 LESSON 2: Managing Money – Design Choices</p>
Spring 1	<p>Core Theme 1 Unit 3 LESSON 1: A Balanced Diet – Plant or Animal?Core Theme 1 Unit 3 LESSON 2: A Balanced Diet – Balancing Act Core Theme 1 Unit 3 LESSON 3: Working With Food – Master Chef Core Theme 1 Unit 3 LESSON 4: Working With Food – Our Food Hall</p>
Spring 2	<p>Core Theme 1 Unit 1 LESSON 1: Physical, Emotional and Mental – I Am Who I Am! Core Theme 1 Unit 1 LESSON 2: Physical, Emotional and Mental – Hearts and MindsCore Theme 1 Unit 1 LESSON 3: Physical, Emotional and Mental – Three in One Core Theme 1 Unit 2 LESSON 1: A Balanced Approach – Define:Healthy Core Theme 1 Unit 2 LESSON 2: Physical Exercise – Active Kids? Core Theme 1 Unit 2 LESSON 3: Lifestyle Choices – It’s Your Choice</p>
Summer 1	<p>Core Theme 1 Unit 7 LESSON 1: Before Puberty – You’ve Grown!Core Theme 1 Unit 7 LESSON 2: Visible Changes – Mind the GapCore Theme 1 Unit 8 LESSON 1: How to Help – Who to Call Core Theme 1 Unit 8 LESSON 2: Emergency Calls – Calling 999 Core Theme 1 Unit 8 LESSON 3: Emergency Calls – Ambulance, Now!</p>
Summer 2	<p>Core Theme 2 Unit 4 LESSON 1: Connections – Paper ChainsCore Theme 2 Unit 4 LESSON 2: Family Links – Family Tree Core Theme 2 Unit 4 LESSON 3: Religious Views – Faith Findings Core Theme 2 Unit 4 LESSON 3: Celebrate Diversity – Inside Outside</p>

YEAR 4 3D PSHE LESSON OVERVIEW	
Autumn 1	<p>Core Theme 2 Unit 3 LESSON 1: Reactions - Frustration Core Theme 2 Unit 3 LESSON 2: Self-Worth – I’m a Marvel! Core Theme 2 Unit 3 LESSON 3: Persistence and Resilience – Don’t Give Up Core Theme 2 Unit 3 LESSON 4: Negative Persistence – Over and Over</p>

Autumn 2	Core Theme 1 Unit 5 LESSON 3: Loss / Separation – Left BehindCore Theme 1 Unit 5 LESSON 4: Family Changes – Two Homes Core Theme 2 Unit 5 LESSON 1: Friendship – Best Features Core Theme 2 Unit 5 LESSON 2: Friendship – Circles Time Core Theme 2 Unit 5 LESSON 3: Friendship – The BAFAs
Spring 1	Core Theme 2 Unit 1 LESSON 1: Clear Messages – Dot DotDash Core Theme 2 Unit 1 LESSON 2: How to Listen – Listen Up! Core Theme 2 Unit 1 LESSON 3: Responding to Others – Agony AuntsCore Theme 2 Unit 1 LESSON 4: Expressing Opinions – It’s Debatable
Spring 2	Core Theme 2 Unit 2 LESSON 3: Shared Goals – Better PlacesCore Theme 3 Unit 2 LESSON 1: Different Communities – My community Core Theme 3 Unit 2 LESSON 2: School Communities – School Swap
Summer 1	Core Theme 1 Unit 4 LESSON 1: Identified Strengths – I’m Good at ThatCore Theme 1 Unit 4 LESSON 2: Identified Strengths – Future Me Core Theme 1 Unit 4 LESSON 3: Setting Goals – That’s My Goal! Core Theme 1 Unit 4 LESSON 4: Setting Goals – The Impossible Dream
Summer 2	Core Theme 2 Unit 2 LESSON 1: Working Together – Name GameCore Theme 2 Unit 2 LESSON 2: Working Together – Build It Up Core Theme 3 Unit 3 LESSON 1: Gender Stereotypes – His and Hers

YEAR 5 3D PSHE LESSON OVERVIEW	
Autumn 1	Core Theme 3 Unit 1 LESSON 1: Structure – Just Imagine ...Core Theme 3 Unit 1 LESSON 2: Law and Order – In Charge Core Theme 3 Unit 1 LESSON 3: U.N. Rights – Our Rights
Autumn 2	Core Theme 1 Unit 4 LESSON 1: Death and Grief – It’s NaturalCore Theme 1 Unit 4 LESSON 2: Death and Grief - Poppies Core Theme 1 Unit 4 LESSON 3: Managing Conflict – Families at War Core Theme 3 Unit 2 LESSON 1: Community Event – We’re Cultured!
Spring 1	Core Theme 1 Unit 2 LESSON 1: Food Choices – Secret EatersCore Theme 1 Unit 5 LESSON 1: Drugs – Just Say No! Core Theme 1 Unit 5 LESSON 2: Alcohol – Drink Aware Core Theme 1 Unit 5 LESSON 3: Tobacco – Up in Smoke Core Theme 1 Unit 5 LESSON 4: Substance Abuse – Let’s Be Frank
Spring 2	Core Theme 1 Unit 1 LESSON 1: Physical, Emotional and Mental – 3-DimensionalCore Theme 2 Unit 1 LESSON 1: Confidentiality – Secret Info Core Theme 2 Unit 1 LESSON 2: Listening – I’m All Ears! Core Theme 2 Unit 1 LESSON 3: Responding – Scenarios
Summer 1	Core Theme 1 Unit 2 LESSON 2: Food Choices – Invention TeamCore Theme 1 Unit 2 LESSON 3: Cooking – Michelin Stars Lesson 1 Extremism & Radicalisation Lesson 2 Extremism & Radicalisation Lesson 3 Extremism & Radicalisation Lesson 4 Extremism & Radicalisation Lesson 5 Extremism & Radicalisation
Summer 2	Core Theme 2 Unit 2 LESSON 1: Responding - Scrabble Core Theme 2 Unit 2 LESSON 2: Shared Goals – It’s All Go! Core Theme 2 Unit 2 LESSON 3: Community Spirit – All Join In

YEAR 6 3D PSHE LESSON OVERVIEW	
Autumn 1	Core Theme 1 Unit 3 LESSON 1: Identified Strengths – Big Dreams Core Theme 1 Unit 3 LESSON 2: Identified Strengths – Big AchieversCore Theme 1 Unit 3 LESSON 3: Setting Goals – ‘Super Futures’ Core Theme 1 Unit 3 LESSON 4: Setting Goals – I Can Do That!
Autumn 2	Core Theme 2 Unit 3 LESSON 1: Race and Ethnicity – United States?Core Theme 2 Unit 3 LESSON 2: Gender Stereotypes – Jobs 4 All Core Theme 2 Unit 3 LESSON 3: Culture – Cultural Feast

Spring 1	<p>Core Theme 1 Unit 1 LESSON 2: Physical, Emotional and Mental – What’s Puberty?Core Theme 1 Unit 1 LESSON 3: Healthy Lifestyles – You Choose! Core Theme 2 Unit 4 LESSON 1: Physical Contact – Touch Sensitive Lesson 1 Substance-Related Abuse Lesson 2 Substance-Related Abuse Lesson 3 Substance-Related Abuse Lesson 4 Substance-Related Abuse Lesson 5 Substance-Related Abuse</p>
Spring 2	<p>Core Theme 2 Unit 4 LESSON 2: Support and Care - Connections</p>
Summer 1	<p>Core Theme 3 Unit 3 LESSON 1: Budgeting – Money Supermarket Core Theme 3 Unit 3 LESSON 2: Consumer Sense – Payment Terms Core Theme 3 Unit 3 LESSON 3: Consumer Sense – A Class Catalogue!</p>
Summer 2	<p>Lesson 1 Sex & Relationships Education Lesson 2 Sex & Relationships Education Lesson 3 Sex & Relationships Education Lesson 4 Sex & Relationships Education Lesson 5 Sex & Relationships Education Core Theme 3 Unit 4 LESSON 1: Generating Income – Making Money Core Theme 3 Unit 4 LESSON 2: Generating Income – Raising Money</p>

Core theme 1: Health & Wellbeing

Core theme 2: Relationships

Core theme 3: Living in the Wider World



RELATIONSHIPS AND SEX EDUCATION POLICY



This Policy has been approved at a meeting of the Governing Body of Kirklevington Primary School

On: March 2024 (to be ratified at Governors on 08.5.24)

Signed by Chair of Governors:

Date:

Signed by Head of School:

Date: 19.3.24

To be reviewed: March 2026