



The Gateway Primary Academy Relationships, Health and Sex Education Policy September 2025 - 2026

Policy development

Proposed by: Jamiel Cassem

Consultation with staff: February 2020

Consultation with parents during the month of: April 2020

During the month of April 2020, parents are invited to read our proposed Relationship, Health and Sex Education Policy on our school website and provide written or verbal feedback. This feedback will then feed into our whole school policy for the teaching of Relationships, Health and Sex Education at the Gateway Primary Academy.

Approved by the governing body on:

Date of review:

Please note: this policy will be reviewed and updated in line with new national initiatives as necessary.

Introduction

From 2020, 'Relationship, Health and Sex Education' is **compulsory** in all primary schools in England and our policy sets out our approach at The Gateway Primary Academy to the teaching of this topic. Our policy is based on the **statutory guidance** given in the Relationships, Sex and Education Guidance, DFE (2019)

At The Gateway, we recognise that our pupils are growing up in an increasingly complex world and are living their lives both on and offline. We recognise that while this presents many exciting and positive opportunities, it also presents challenges and risks. Through our teaching, we recognise that our pupils must know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

We recognise that our relationship teaching presents a huge opportunity to help our pupils develop. The knowledge and attributes gained will support their own and others' wellbeing and attainment, and will help our pupils to become successful and happy with the skills to deal with challenges in the future. Our teaching will provide our pupils with the information of how and when to ask for help and where to access support.

Our school vision and values

All of the content within our Relationship, Health and Sex policy supports our school vision, *which is for all of our pupils to achieve their full potentially physically, socially and academically whilst preparing them for a successful future in a multicultural society by celebrating diversity and embracing our British values.*

The teaching of relationships at The Gateway is supported by our work on our school values, which are:

- Teamwork
- Honesty
- Respect
- Politeness
- Kindness

Our values are central to our weekly assemblies and are celebrated in our weekly Golden Time assembly with children displaying them being given our Gateway Stars. The core values of relationship, health and sex teaching also links with our Golden Time system by encouraging children to take responsibility for their own behaviour and changing it.

Aims

The aims of relationships, health and sex curriculum at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Keep our pupils safe and healthy
- Give our pupils the information they need to make good decisions about their own health and wellbeing and know how to seek support and guidance

Statutory Requirements

As a primary academy school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach Science which would include the elements of sex education contained in the Science curriculum.

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

At The Gateway Primary we will teach RHSE as set out in this policy.

Policy development

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

1. **Review** -SLT pulled together all relevant information including national and local guidance and drafted a proposed policy.
2. **Staff consultation** - all school staff were given the opportunity to review the policy and make recommendations (February 2020)
3. **Parent/stakeholder consultation** -parents/carers were invited to give written or verbal feedback on our proposed RHSE policy during the month of: April where our policy was made available online.
4. **Pupil consultation** - we discussed with pupils how they felt their Jigsaw teaching supported them with making successful, safe relationships with others and how they would like to it to be improved further.
5. **Ratification** - once amendments were made, the policy was shared with governors and ratified

Definition

Relationships education is the teaching of the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and with adults.

It is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexuality, healthy lifestyles, diversity and personal identity.

RHSE involves a combination of sharing information, and exploring issues and values.

Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it, to respond to the needs of the children when necessary.

We have developed the curriculum in consultation with staff, parents and pupils and taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in a sensitive, age-related appropriate manner.

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
- How to be healthy

Health education focuses on:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

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 (examples of families could 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).

Delivery of Relationship Education

Our relationship education is taught through:

- The use of our Jigsaw Scheme of Work (see Appendix 1)
- The use of the Zones of Regulation curriculum
- Our Computing curriculum (see Appendix 2 for year by year objectives)
- Our Science curriculum (see Appendix 3 for year by year objectives)
- Our PE curriculum (see Appendix 4)
- Our School Values
- Aspects of our Religious Education scheme of work (Discovery RE)
- Class Circle Times
- Our use of BLP (building learning power)

- Our Golden Time system
- Collective Worship
- Theme Days/Weeks
- Use of outside visitors such as: FRED workshops
- Class visits

Our curriculum is delivered by the class teachers and the planning of it is supported by senior leaders and subject leaders. This is to ensure that we do not duplicate content covered in Science, Computing or PE.

Our relationship education starts in the Foundation Stage with our pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. We also focus on how to:

- Treat others with kindness, consideration and respect,
- The importance of honesty and telling the truth,
- Permission seeking and giving,
- The concept of personal privacy.

At The Gateway, we use the Jigsaw Scheme of Work to support our teaching of relationship education as it matches the requirements set out in the RSE statutory guidance (2019). Jigsaw is split into 6 puzzle pieces which are developed and built on year by year progressively (see below).

Jigsaw was chosen to deliver our relationship curriculum as it breaks down the core knowledge linked to relationships into manageable sized units and is carefully sequenced, which ensures its' content is age appropriate. Our teachers develop the content in Jigsaw to match the needs of their pupils and add in well-chosen opportunities and contexts for our pupils to embed new knowledge so it can be used confidently in real life situations.

Piece 1 - Being me in my world

This puzzle piece focuses on children developing an understanding of their own feelings, their community in school, working with others and developing a class charter to allow everyone to be treated with respect in class.

Piece 2 - Celebrating differences

This unit focuses on developing positive attributes, such as: friendships and how kindness, integrity, generosity and honesty are key parts of respecting differences.

Piece 3 - Dreams and goals

Central to this unit is encouraging children to set themselves goals (both academic and personal) and then support them in identifying the steps they need to take to be successful. The children focus on developing their perseverance and resilience which they then use across the curriculum.

Piece 4 - Healthy Me

Healthy Me builds on our work in Science and PE developing an understanding of the importance of exercise, sleep, healthy diet and keeping safe. It also covers stranger danger and what to do if you feel unsafe both online and offline.

Piece 5 - Relationships

Throughout this unit, we focus on healthy friendships, family relationships and other relationships which children may come across. This is to enable our pupils to recognise the features of relationships which will lead to happiness and security. This will also help them to recognise any less positive relationships (both online and in real life) when they encounter them and how to seek help. We also look at how friendships can promote good mental wellbeing.

Piece 6 - Changing Me

Changing Me covers preparing for changes, for example transition to the next year group or changes in our body or lives for example: puberty.

Teaching about **mental well-being** is central to all of these Jigsaw pieces, as it is a priority to ensure that all of our children are happy and are developing strategies to manage change/challenges in their lives. Jigsaw uses a mindful approach which enables our pupils to regularly reflect on their feelings in the here and now and help our pupils to develop strategies to calmly manage their emotions. We also ensure that through our PE teaching, reference is made to how exercise impacts positively on your mental wellbeing.

Within our teaching of relationships education the content will give our pupils the knowledge and capability to ask for help and know where to go for additional support if problems arise (both online or in real life).

Zones of Regulation

Alongside Jigsaw, we have embedded the use of the Zones of Regulation curriculum as a part of our approach to personal development as we feel it is a valuable way to further develop our pupils' emotional language and understanding. It is also an excellent resource to use when teaching children 'general wellbeing' curriculum content such as the range and scale of emotions and how to recognise feelings and use varied vocabulary to talk about their own and others' feelings.

We have chosen to embed this curriculum alongside our weekly PSHE Jigsaw lessons, online safety work and whole school assemblies as we feel it is a valuable way to further develop our pupils' emotional language and understanding.

The Zones of Regulation curriculum are lessons and activities designed by Leah Kuypers (an occupational therapist) to help children develop their self-regulation skills. Self-regulation can go by many names, such as: self-control and self-management. Research shows that children who are able to effectively manage their emotions are generally more able to manage themselves as learners which complements our whole school approach to 'Building Learning Power' which aims to develop key learning skills/muscles.

The Zones of Regulation is defined as *the best state of alertness of both the body and emotion, for the specific situation*. For example, when a child plays on the playground or in a competitive game, it is beneficial to have a higher state of alertness but this state of alertness could be a challenge in a library or in quiet reading!

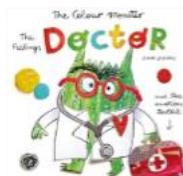
The lessons and activities are designed to help pupils recognise when they are in the different Zones as well as learn how to use strategies to change or stay in the Zone they are in. In addition to addressing self-regulation, pupils will gain:

- an increased vocabulary of emotional terms
- skills in reading other people's facial expressions
- an understanding of other people's perspectives and how they feel
- insight into events that trigger their feelings
- calming and alerting strategies
- problem solving skills

The Zones of Regulation is taught through 10 key concepts (see below). We have chosen as a school to use a spiral approach to teaching the concepts alongside our Jigsaw curriculum meaning that every child will be taught every concept every year at an age-appropriate level and learn about the concepts from a different angle each time.

Concept 1: What is Regulation?	Concept 6: Situations that Trigger and Spark
Concept 2: Introducing The Zones of Regulation	Concept 7: What is a Regulation Tool?
Concept 3: All the Zones are Okay	Concept 8: Building my Zones Toolbox
Concept 4: My Signals, My Zones	Concept 9: Deciding to Regulate
Concept 5: The Zones Check in	Concept 10: The Zones Pathway

Please note Swans, Herons and Kingfishers will be introduced to the Zones through the following stories:

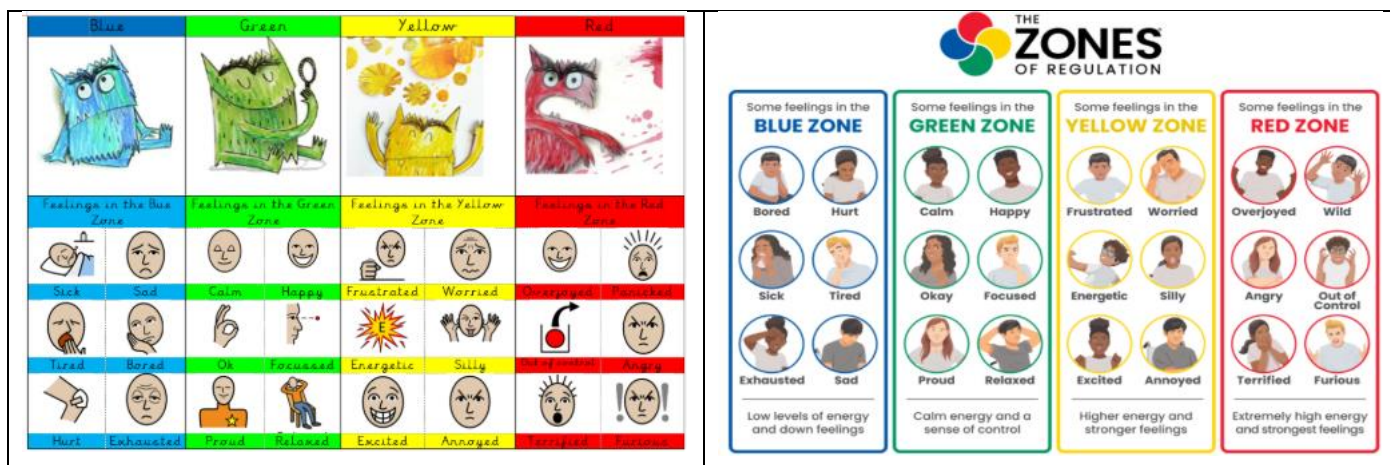


A critical aspect of this curriculum is that all those supporting the children know and understand The Zones language (see glossary pages 3 – 5). This constantly reinforces key concepts and enables children to regularly practice their self-regulation skills. It also helps pupils to learn the skills more quickly and be more likely to apply them in many situations. You can support your child at home by doing the following:

- Use the language (see glossary below) and talk about the concepts of The Zones as they apply to you in a variety of environments so that your child understands it is natural that we all experience the different Zones and use strategies to control (or regulate) ourselves. For example, "This is really frustrating me and making me go into the Yellow Zone. I need to use a tool to calm down. I will take some deep breaths."
- Help your child to gain awareness of their Zones and feelings by pointing out your observations.
- Validate what Zone your child is in and help them to find ways to effectively manage their response to being in that Zone
- Help your child to understand that all Zones/emotions are okay but not all behaviour responses are
- Share with your child how their Zones and behaviour can affect others
- Help your child become comfortable using the language to communicate their feelings and needs by encouraging them to share their Zone with you.

These are the visuals we are going to be using as a school to introduce the Zones.

YR, Y1, Y2	Y3, Y4, Y5, Y6
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Inclusive Practice when teaching RHSE at The Gateway

We recognise that all of our relationship teaching must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of our pupils and our parents while always with the aim of providing our pupils with the knowledge they need by law.

In teaching RHSE, we will ensure we comply with the relevant provisions of the Equality Act 2010 and recognise that our RHSE teaching meets the needs of all groups of children.

SEND

We recognise that relationships education must be accessible for all of our pupils. To ensure this is the case, we will differentiate and personalise the learning as necessary. We will also seek further guidance in the **SEND: Code of practice** if needed. We are aware that some pupils with SEND are more vulnerable to bullying and exploitation and as a result relationship, health and sex education is particularly important for those pupils.

Partnership with Parents/Carers

The role of parents in the development of their children's understanding about relationships is vital. As a school, we recognise the importance of working closely with parents to support our pupils when developing healthy, happy relationships. As a result of this, we have ensured that this policy lays out what is taught and when. We always welcome questions from parents/carers to develop their understanding of our whole school approach.

Roles and responsibilities

The governing board

The governing board will approve the RHSE policy, and hold the Headteacher to account for its implementation.

The governing board will also make sure that:

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

The Headteacher

The Headteacher is responsible for ensuring that RHSE is taught consistently across the school, and staff are trained in delivering RSHE.

Staff

Staff are responsible for:

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

Staff do not have the right to opt out of teaching RHSE. Staff who have concerns about teaching RHSE are encouraged to discuss this with the Headteacher.

Pupils

Pupils are expected to engage fully in our RHSE curriculum and when discussing issues related to RHSE, treat others with respect and sensitivity.

Training

Staff are trained in the delivery of RHSE as part of their induction and it is included in our continuing professional development calendar. Through our Jigsaw scheme of work, staff are supported in their teaching of relationships education.

The Headteacher will also invite visitors from outside the school, such as school nurses to provide support and training to staff teaching RHSE.

Links to additional statutory guidance:

This policy should be read in conjunction with:

- Keeping Children Safe in Education (statutory guidance)

- Respectful School Communities: Self review and signposting tool
- Behaviour and discipline in schools
- Equality Act 2010
- SEND code of practice: 0-25 years
- Mental health and behaviour in schools
- Preventing and tackling bullying, including cyberbullying
- The Equality and Human Rights Commission and advice and guidance
- Promoting fundamental British Values as part of SMSC in schools

Monitoring arrangements

The delivery of RHSE is monitored by Mr Cassem (Headteacher, DSL), Miss Warner (DHT, SENCo, DSL).

- Planning scrutiny
- Learning walks
- Pupil voice
- Monitoring Jigsaw journals, which reflect weekly Jigsaw teaching

Pupils' development in RHSE is monitored by class teachers as part of our internal assessment system. It is assessed in line with the assessment descriptors in Jigsaw.

This policy will be reviewed by Mr Cassem every 2 years or in line with new national guidance. At every review, the policy will be approved by the governing body.

Appendix 1: Curriculum map

Relationships, Health and Sex Education Curriculum Map



YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year R	Term 1	Being Me in My World <i>Caring Friendships/celebrating differences</i> I understand how it feel to belong and that we are all similar and different, I can start to recognise and manage my feelings, I enjoy working with others to make school a good place to be , I understand why it is good to be kind and use gentle hands Being Safe: I am starting to understand children's rights and this means we should all be allowed to learn and play, I am learning what being responsible means
Year R	Term 2	Celebrating Differences <i>Caring Friendships</i> I can accept that everyone is different, I can identify something I am good at and understand everyone is good at different things, I understand that being different makes us all special, I know we are different but the same in some ways, I can tell you how to be a kind friend Families and people who care about me - I can tell you why I think my home is special to me Respectful relationships -I know which words to use to stand up for myself when someone says or does something unkind
Year R	Term 3	Dreams and Goals: I understand that if I persevere I can tackle challenges, I can tell you about a time I didn't give up, I can set a goal and work towards it Caring friendships: I used kind words to encourage people
Year R	Term 4	Healthy Me, Being Safe: I understand that I need exercise to keep my body healthy, I understand how moving and rest are good for my body, I understand which foods are healthy/not so healthy, I understand how to help myself go to sleep, I can wash my hands thoroughly, I know what a stranger is and how to stay safe if a stranger approaches me

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year R	Term 5	Relationships <i>Families and people who care about me:</i> I can identify some of the jobs I do in my family and how I feel like I belong Caring Friendships: I know to make friends to stop myself from feeling lonely, I can think of ways to solve problems and stay friends, I know how to be a good friend Respectful relationships: I am starting to understand the impact of unkind words
Year R	Term 6	Changing Me, Being Safe: I can name parts of my body - eye, ear, knee, finger, foot, mouth, nose, stomach, eyebrow, arm, tongue, toe, forehead, chest, head, leg, I understand that we all grow from babies to adults
Year 1	Term 1	Being Me in my World: I feel special and safe in my class, I know that I belong to my class, I know how to make my class a safe place to learn, I recognise a range of feelings
Year 1	Term 2	Celebrating Differences: Respectful Relationships: I can tell you some ways in which I am the same as my friends, I can identify similarities between people in my class, I can tell you what bullying is, I can tell you some ways I am different from my friends, I understand how being bullied might feel, I can be kind to children who are bullied, I understand these differences make us all special and unique Caring friendships: I know how it feels to make a new friend
Year 1	Term 3	Dreams and Goals: I can tell you one thing I do well, I can tell you how I learn best, I can identify how I feel when faced with a challenge
Year 1	4	Healthy Me, Being Safe: I know I am special so I keep myself safe (in terms of washing hands and understanding germs, I know that some medicines can be unsafe), I can recognise when I feel frightened and know who to ask for help

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 1	5	Relationships, Families and people who care about me: I know how it feels to belong to a family and care about the people who are important to me Caring Friendships: I know how to make a new friend, I can identify what being a good friend means to me, I can recognise my qualities as a person and as friend, I can identify someone who is special to me and I can explain why I appreciate them Being Safe: I can recognise which forms of physical contact are acceptable and which are unacceptable to me. I know appropriate ways of physical contact to greet my friends and know which ways I prefer, I know who can help me in my school community
Year 1	Term 6	Changing Me: I understand that changes happen as grow and that is ok e.g. height, shoe size, I can tell you some things about me which have changed and some things that have stayed the same, I know some ways to cope with changes Being safe: I respect my body and understand which parts are private, I understand that my private parts belong to me and no one has the right to touch them and I understand that my private parts are special and no one has the right to make me feel sad or scared and who to speak to if they have any concerns,
Year 2	Term 1	Being Me in My World: I recognise when I feel worried and know who to ask for help, I can help to make my class a safe and fair place, I can work co-operatively
Year 2	Term 2	Celebrating Differences: I understand some ways in which boys and girls are similar and feel good about this , I am beginning to recognise some people make assumptions about boys and girls (stereotypes), I understand some ways in which boys and girls are different and accept this is ok, I can tell you how someone who is bullied feels, I can be kind to children who are bullied, I know how to stand up for myself and others, I know how to get help if I am being bullied, I understand I shouldn't judge people if they are different, I know how it feels to be a friend and have a friend, I understand these differences make us all special and unique

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 2	Term 4	Healthy Me, I know what I need to keep my body healthy, I am motivated to make healthy lifestyle choices, I feel positive about caring for my body and keeping it healthy, I understand that some medicines can help me and how to use them safely, I have a healthy relationship with food and know which food are most nutritious for my body
Year 2	Term 5	Relationships I accept that everyone's family is different and understand most people value their family, I know which types of physical contact I like and don't like and can talk about this, I can demonstrate positive problem solving techniques to solve problems with my friends, I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. I know who I can talk to about this, I understand adults in my family, school and community who I trust, I am comfortable accepting appreciation from others
Year 2	Term 6	Changing Me: I understand there are some changes that are outside of my control and can recognise how I feel about this, I am proud of becoming more independent, I can tell you what I like/don't like about being a boy/girl, I can recognise the physical differences between boys/girls, I can appreciate some parts of my body are private, I am confident saying what I like and don't like and can ask for help, I understand there are different types of touch and can tell you which ones I like and don't like.
Year 3	Term 1	Being Me in my World: I value myself and know how to make someone feel welcome and valued, I can recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions, I know how to make others feel valued, I can work co-operatively with a group, I can make responsible choices
Year 3	Term 2	Celebrating Differences: I appreciate my family/the people who care for me, I know how to calm myself down and can use the Solve it together technique, I know some ways of helping to make someone who is bullied feel better, I can problem solve a bullying situation with others, I try hard not to use hurtful words e.g. fat, gay. I recognise that some words are used in hurtful ways.

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 3	Term 3	Dreams and Goals: I respect and admire people who overcome obstacles and achieve their dreams (e.g. through disability), I can break down a goal into a number of steps.
Year 3	Term 4	Healthy Me: I can set myself a fitness challenges, I know what it feels like to make a healthy choice, I can identify how I feel towards drugs, I can express how being anxious or scared feels, I can take responsibility for keeping myself and others safe, I respect my body and appreciate what it does for me
Year 3	Term 5	Relationships: I can describe how taking some responsibility in my family makes me feel, I know how to negotiate in conflict, I know who to ask for help if I am worried about anything online, I enjoy being a part of family and friendship group
Year 3	Term 6	Changing Me: I can express how I feel when I see baby animals, I can express how I might feel if I had a new baby in my family,
Year 4	Term 1	Being Me In My World: I know it feels good to be included in a group and understand how it feels to be excluded, I try to make people feel welcomed and valued
Year 4	Term 2	Celebrating Differences: I try to accept people for who they are, I understand that, sometimes, we make assumptions based on what people look like, I can question why I think what I do about other people, I know how it might feel to be a witness to and a target of bullying, I can problem solve a bullying situation, I like and respect the unique features of my physical appearance
Year 4	Term 4	Healthy Me: I can identify the feelings I have about my friends and my different friendship groups, I am aware of how different people and groups impact on me, I can recognise negative feelings in peer pressure situations, I can identify feelings of anxiety and fear associated with peer pressure, I can tap into inner strength and know how to be assertive

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 4	Term 5	Relationships: I can love and be loved, I understand that boyfriend/girlfriend relationships are personal and special, and that there are no pressures to have a boyfriend/girlfriend, I know how to stand up to myself and how to negotiate and compromise, I know how friendships change over time and how to manage when I fall out with my friends, I understand feelings associated with jealousy and suggest strategies to manage this
Year 4	Term 6	Changing Me: I appreciate that I am a truly unique human being, I understand that some of my personal characteristics have come from my birth parents, I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult, I recognise that I will go through a time in my life called 'puberty', I have strategies to help me cope with the physical and emotional changes I will experience during puberty, I am confident enough to try to make changes when I think they will benefit me, I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively, I can reflect on the changes I would like to make next year and can describe how to go about this
Year 5	Term 1	Being Me in My World: I know what I value most about my school, I can empathise with people in this country whose lives are different to my own, I understand that my actions affect me and others
Year 5	Term 2	Celebrating Differences: I am aware of my own cultures, I understand that cultural differences sometimes cause conflict, I understand what racism is, I am aware of my attitude towards people from different races, I understand how rumour spreading and name calling can be bullying behaviours, I can recognise strategies to address bullying, I can appreciate the value of happiness, I respect my own and other people's cultures
Year 5	Term 4	Healthy Me: I can make an informed decision about whether or not I choose to smoke and how to resist pressure, I know smoking affects the lungs, liver and heart, I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure, I know how to keep myself calm in emergencies - how to get help, basic first aid, I can reflect on my own body image and know how this is important to be positive and respect myself, I am motivated to keep myself healthy and happy

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 5	Term 5	Relationships: I know how keep building my own self-esteem, I recognise when an online community make me feel unsafe or uncomfortable, I can understand when an online game becomes unsafe or unhelpful, I understand how I can reduce my screen time, I can use technology safely and sensibly
Year 5	Term 6	Changing Me: I know how to develop my own self-esteem, I understand that puberty is a natural process and happens to everybody, I can express how I feel about the changes that will happen to me during puberty,
Year 6	Term 1	Being Me in my World: I feel welcome and valued and know how to make others feel the same, I understand my own wants and needs and can compare these with children in different communities, I know that there are universal rights for all children but for many these are not met, I understand my actions affect myself and others and try to empathise with others, I can recognise the importance of a class charter in my class/school
Year 6	Term 2	Celebrating Differences: I can empathise with people who are different to me, I am aware of my attitude towards people who are different, I know how it feels to be excluded or treated badly by being different in some way, I can tell you a range of strategies to manage bullying, I appreciate people for who they are, I can show empathy with people in either situation, I can give examples of people with disabilities that lead amazing lives
Year 6	Term 4	Healthy Me: I am motivated to care for my physical and emotional health, I am motivated to find ways to be happy and cope with life's situations without using drugs, I can suggest ways that someone who is being exploited can help themselves, I can suggest strategies someone could use to avoid being pressured, I know how to help myself feel emotionally healthy and recognise when I need help with this, I can use different strategies to manage stress and pressure

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 6	Term 5	Relationships: I understand that people can have problems with their mental health and this is nothing to be ashamed of, I know it is important to take care of my mental health, I can help myself and others when worried about a mental health problem, I can recognise strategies to manage emotions, I can recognise ways to stand up for myself and my friends, I can resist pressure to do something online which might hurt myself or others
Year 6	Term 6	Changing Me: I know how to develop my own self-esteem, I understand that respect for one another is essential in a boyfriend/girlfriend relationship and that I should not feel pressured, I can express how I feel about myself image and know how to challenge negative body talk, I know how to emotionally prepare myself for changes next year

Appendix 2: By the end of primary school pupils should know (Statutory Guidance)

PUPILS SHOULD KNOW

Families and people who care about me

- 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

Caring friendships

- 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

PUPILS SHOULD KNOW

Respectful relationships

- 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

- 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

PUPILS SHOULD KNOW

Being safe

- 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

Health and mental well-being teaching

PUPILS SHOULD KNOW

Mental wellbeing

- 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.

PUPILS SHOULD KNOW

Internet safety and harms

- 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.

Physical health and fitness

- 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.

Healthy eating

- 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).

PUPILS SHOULD KNOW

Drugs, alcohol and tobacco

the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

- 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.

Basic first aid: 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.

Changing adolescent body

- 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.

Appendix 3: This table lays out the statutory Science objectives we teach year by year at the Gateway:



Yr	Statutory Science Objectives
1	identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense <i>Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.</i>
2	- observe and describe how seeds and bulbs grow into mature plants - introduce the idea of life cycles - notice that animals, including humans, have offspring which grow into adults - find out about and describe the basic needs of animals, including humans, for survival (water, food and air) - describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <i>They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.</i> <i>The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager and adult.</i>
$\frac{3}{4}$	identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
5	- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird - describe the life process of reproduction in some plants and animals. <i>Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.</i> <i>They might observe changes in an animal over a period of time (for example, through our blue tit project), comparing how different animals reproduce and grow.</i> - describe the changes as humans develop to old age. <i>Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.</i>
6	recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

Appendix 4: This table lays out the guidance from the National Curriculum we follow when teaching PE at the Gateway and guides our Val Sabin PE scheme

PE National Curriculum Guidance 2014

Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Over a year, each class completes 6 e-safety lessons and may complete additional ones if required. We also participate in yearly safer internet day activities

Year	Objective
1	To recognise not to make hurtful comments. To recognise something bad or wrong online. In this lesson, children will think about comments that are kind and unkind and how we should be kind when speaking in person and online. To know what information to keep private online. In this lesson, children will consider what information they must not put online and keep private. To discover that the Internet can be used to visit far-away places and learn new things. To compare how staying safe online is similar to staying safe in the real world. To explain rules for travelling safely on the Internet. Children will learn that they can visit exciting places online, but there are certain rules they need to follow in order to safe. To know the difference between information they can share and information they can keep private. To describe potential dangers of using the Internet. To recognise that everything they see on the internet is believable. In this Lesson children will learn how to protect their identities online. To recognise something online as bad or wrong. To list some dangers of using the internet. In this lesson, pupils will explore how they can communicate with real people within their school, families and communities.
2	To explain why it is important to stay safe online. Pupils understand that they should stay safe online by choosing websites that are good for them to visit and avoid sites that are not appropriate for them. To consider if information should be shared over the Internet. To know how to stay safe online Children will think about the dangers that face them when they are online and ways in which they can stay safe. To know how to respond when asked for private details online. In this lesson, the children will build on what they have learnt in the previous unit when meeting people online and how to respond if these people ask for private details from them. I know how to keep myself safe online In this session, children will discuss how people can connect with others using email and other online platforms.
3	To evaluate the usefulness of a site Pupils discuss criteria for rating information websites and apply them to an assigned site. Pupils learn that all websites are not equally good sources of information. They will discover that people's opinions about the quality and usefulness of a site will vary.

	How communities can be formed online. Pupils explore the concept that people can connect with one another through the Internet. They understand how the ability for people to communicate online can unite a community. I know what safe means. I can explain the difference between acceptable and unacceptable behaviour (when using technology). How everyone contributes to the online community. I know how to report unacceptable uses of technology. I can use technology in a responsible way. To increase accuracy of keyword searches. I can use technology safely. I understand why people need to be safe online. I can create advice for others on how to search effectively online. How to be respectful online. This lesson, pupils will explore the similarities and differences between in-person and online communications, and then learn how to write clear and respectful messages. What cyber-bullying is? How to communicate appropriately by email. In this lesson, pupils will be discussing what cyber-bullying is and how to communicate effectively by email.
4	To know what makes a good digital citizen. Pupils explore what it means to be responsible and respectful of their offline and online communities as a way to learn how to be good digital citizens. To understand what a digital footprint is. During this lesson the children will explore what a digital footprint is, they will have the opportunity to think about what their online 'digital footprint' looks like and how they can ensure that they leave a positive footprint. Understand how to stay safe on the internet. Know how to report, talk and discuss and concerns or problems with the internet. I know what safe means. I understand why people need to be safe online. To understand what plagiarism is and the consequences of it. I can use technology in a respectful way. I can use technology in a responsible way. What makes a strong password. In this lesson pupils explore reasons why people use passwords, learn the benefits of using passwords and discover strategies for creating and keeping strong, secure passwords. To protect myself online. In this lesson the children will explore how they can protect themselves from online identity theft. They think critically about the information that they share online.
5	Understand the expectations of a digital citizen. The children will work together to outline common expectations in order to build a strong digital citizenship community. Each member of the class signs a 'We the Digital Citizens Pledge'. I can use technology in a responsible way. I can spot acceptable and unacceptable behaviour when using technology. I know what safe means. I understand why people need to be safe online. Show the children the presentation on the website and enter into a discussion about the right way to deal with things on the internet. How to deal with something they find offensive or inappropriate.

	Understand how technology allows pictures to be manipulated. See the effect of photoshop and other such programs in real life. How can photos be changed on the computer? How can that effect the way you feel about yourself and other people? Able to decide if something is cyberbullying Know how to deal with cyberbullying. Pupils explore what it means to be responsible and respectful offline and online. Understand the difference between spam and information - Know how to deal with spam.
6	To compare and contrast responsibilities to online communities. Children will explore Spiderman's motto, "with great power comes great responsibility" through the lens of digital citizenship. They will create comic strips showing a digital superhero who witnesses an act of poor digital citizenship, who then helps resolve it. To recognise what cyberbullying is and understand strategies for dealing with it. Pupils explore how it feels to be cyberbullied, how cyberbullying is similar to or different than in-person bullying, and learn strategies for handling cyberbullying when it arises. Understand how to stay safe on the internet. Know how to report, and discuss concerns or problems on the Internet. Show the children the presentation on the website and enter into a discussion about the right way to deal with things on the Internet, and how to deal with something they find offensive or inappropriate. The part that media can play in stereotypes. Pupils explore how the media can play a powerful role in shaping our ideas about girls and boys. They practice identifying messages about gender roles in two online activity zones for children. To compare relationships online and in the real world. The children will learn that the Internet is a great place to develop rewarding relationships, but they also learn not to reveal private information to a person they know only online. To know what makes a secure password. The children will learn how to create secure passwords in order to protect their private information and accounts online.