



Relationships and Sex Education Policy



Introduction & Statutory Framework

All of our policies are underpinned by our Vision and driven by our Values of Friendship, Family, and Fulfilment. It is our aim to create a safe, secure, and supportive environment that encourages personal growth, mutual consideration, and respect.

This policy has been updated to comply with the DfE's statutory "**Relationships Education, Relationships and Sex Education (RSE) and Health Education**" guidance, issued under the Children and Social Work Act 2017. As a primary school, we are legally required to provide **Relationships Education** and **Health Education** to all pupils. The sex education elements of our curriculum that sit outside the National Curriculum for Science remain non-statutory.

We teach within a framework of Christian values, exploring moral questions, individual responsibility, and loving relationships with sensitivity, respect, and tolerance. This policy operates in conjunction with our Safeguarding & Child Protection, Behaviour, Equality, and SEND policies.

Aims and Core Objectives

Through our RSHE curriculum, we aim to give children the knowledge, skills, and emotional vocabulary they need to lead healthy, safe, and fulfilled lives.

Relationships Education (Statutory for Primary)

Pupils will be taught the fundamental building blocks of positive, safe, and stable relationships, focusing on:

- **Families and people who care for me:** Understanding that families can look different (including single-parent families, same-sex parents, foster parents, or families with donor-conceived children), but are built on love, protection, and care.
- **Caring friendships:** How to choose, choose well, and maintain healthy, respectful friendships.
- **Respectful relationships:** The importance of self-respect, respecting difference and diversity, and addressing bullying or stereotypes.
- **Online relationships:** Keeping safe online, identifying risks, and recognizing that regular rules for positive behaviour apply equally on digital platforms.
- **Being safe:** Recognizing boundaries, privacy, appropriate and inappropriate physical contact, and how to seek help from trusted adults.

Health Education (Statutory for Primary)

Pupils will learn to make good decisions about their physical health and mental wellbeing, including:

- **Mental wellbeing:** Recognizing and talking about a wide range of emotions, reducing stigma, and understanding simple self-care strategies.
- **Internet safety and harms:** Understanding the impact of screen time, digital footprints, and the risks of online content.
- **Physical health and fitness:** The benefits of an active lifestyle and healthy eating.

- **Changing adolescent bodies (Puberty):** Key facts about physical and emotional changes, including menstruation, taught before onset to ensure all children feel supported and reassured.

Sex Education (Non-Statutory for Primary)

The DfE recommends that primary schools have a co-ordinated sex education programme tailored to the age and maturity of pupils. At Pitton CE Primary School, this is strictly limited to an age-appropriate understanding of how human life is conceived, develops, and is born. This content builds upon the statutory National Curriculum for Science.

Curriculum Organisation and Delivery

RSHE is taught integrated across different aspects of our school curriculum. The core knowledge is delivered through our **Personal, Social, Health and Economic Education (PSHE)** curriculum, supplemented by:

- **Science:** Taught in line with National Curriculum objectives, covering animal and human life cycles, body parts, and human reproduction.
- **Religious Education (RE):** Exploring commitment, the significance of marriage and stable relationships within Christian and alternative faith practices, and the value of family units.

On a rolling 2-year cycle in Years 5 and 6, targeted age-appropriate resources—including the CBBC programme *'Operation Ouch – Don't Panic About Puberty'* and material from the *Donor Conception Network*—are utilized to ensure inclusivity for all family backgrounds. We engage closely with the Local Health Authority and the School Nurse to support delivery.

Curriculum content is carefully organised to ensure that inappropriate content is not delivered to pupils in younger year groups.

Inclusion, Equality and SEND

In accordance with the Equality Act 2010, Pitton CE Primary School ensures that RSHE is fully accessible to all pupils.

- **SEND:** The SENCO, Headteacher, and classroom teachers will make reasonable adjustments and provide highly tailored interventions for pupils with Special Educational Needs or Disabilities to help them grasp boundaries and stay safe.
- **LGBTQ+:** Content regarding diverse family structures (including same-sex parents) is integrated naturally and proportionally within the primary relationships curriculum to ensure compliance with the Equality Act and to reflect modern society.

Parental Partnership and the Right to Withdraw

We firmly recognise that parents and carers hold the primary role in their children's sex education. We are committed to building a cooperative relationship through absolute transparency:

- **Consultation:** The school will consult parents regarding our overarching RSHE policy and curriculum provision.
- **Material Inspection:** Every year, parents of Year 5 and 6 pupils will be invited to a preview meeting to review the exact lesson plans, video materials, and resources used during puberty and sex education sessions.
- **The Right to Withdraw:** * Parents **cannot** withdraw their children from statutory **Relationships Education**, statutory **Health Education**, or any biological content contained within the mandatory **National Curriculum for Science**.

- Parents **do have the right to request that their child be withdrawn** from the non-statutory, standalone elements of **Sex Education** taught within PSHE.
- Any parent wishing to exercise this right must contact the Headteacher for a brief discussion. The school will respect these requests and provide alternative, purposeful education for the child during those specific sessions.

Safeguarding and Confidentiality

RSHE lessons are conducted in a safe, structured, and respectful environment. However, if a child indicates that they are at risk of harm, or are a victim of abuse or exploitation, teachers cannot promise confidentiality. The matter will instantly be escalated to the Designated Safeguarding Lead (DSL) in line with our Safeguarding & Child Protection Policy.

Governance, Monitoring and Review

The implementation and quality of this policy are overseen by the Headteacher. The Local Governance Committee (LGC), led by the Curriculum Link Governor, will monitor and evaluate the RSHE program annually. This evaluation will formally consider feedback from staff, pupils, and parents.

RELATIONSHIPS & SEX EDUCATION

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Appendix 1: Glossary

Growing and Changing: Glossary of terms

A

Acne – Spots or blemishes brought on by hormonal changes. Can usually be treated with creams, facial washes and ointment.

Anus – The small opening at the end of the rectum or bottom, where poo comes out.

B

Balls – see testicles.

Biological sex – Biological sex: refers to the biological aspects of an individual. This is determined by their anatomy which is produced by their chromosomes, hormones and interactions. Generally female or male. Assigned at birth.

Bra – Underwear to support the breasts.

Breasts – These develop and grow during puberty. Sometimes one can grow bigger than the other. Breasts come in all shapes and sizes, and can be round or flat, soft or firm. Breasts produce milk after childbirth, to feed a baby.

C

Cervix – The plug at the end of the vaginal passage and the start (neck) of the uterus.

Chromosomes – In humans the sex chromosomes comprise one pair of the total of 23 pairs of chromosomes that provide all the information that make up a human. Individuals having two X chromosomes (XX) are female; individuals having one X chromosome and one Y chromosome (XY) are male. A man's sperm contains 22 chromosomes as well as either an X- or a Y-chromosome. A woman's egg contains 22 chromosomes plus an X-chromosome. The sperm that fertilises the egg determines the baby's sex. If the sperm carries an X-chromosome the baby will be XX and will become a girl. If the sperm carries a Y-chromosome the baby will be XY, a boy.

Clitoris – The clitoris is a complex structure, of which only a small portion is visible on the exterior of the body, the rest of it is behind the labia and surrounds the urethra and also the vagina. The part we can see is called the glans and is a small, soft pea shaped bud which lies above the urinary opening and is protected by the clitoral hood. It protects the outside part of the clitoris and also provides some moisture to stop it getting sore. Very sensitive part of the body and when touched or rubbed can give sexual pleasure and orgasm.

D

Deodorant – Can help mask or prevent body odour but does not make up for daily washing, and changing and washing clothes often.

Discharge – It is normal for girls to have a slight clear or milky discharge from the vagina. This keeps the vagina healthy and can vary from day to day. Discharge can increase at ovulation (to help sperm swim up the vagina) and also during sexual arousal (to ease penetration) a thick, smelly discharge can be a sign of an infection and should be checked.

E

Ejaculation – Muscles in the base of the penis cause contractions, forcing semen to spurt out of the end of the penis. The muscle in the penis can contract between 3-15 times, ejaculating about a teaspoon of semen containing up to 300 million sperm!

Erection – An aroused, stiff/hard penis. Other terms for this include 'having a hard on' or 'stiffie'

Emotions – Feelings we experience such as anger, joy, sorrow, loneliness, jealousy, happiness. Our feelings can change during puberty, with the release of new hormones and changes happening to our bodies and in our relations. It is normal to feel more angry and moody at times, but if we feel too bad we should seek help.

F

Fallopian tubes – 2 tubes which the ova (eggs) travel along to reach the uterus (womb).

Female Genital Mutilation (FGM) – A procedure where the female genitals are deliberately cut, injured or changed, but where there's no medical reason for this to be done. It is done for cultural reasons, not religious and is illegal in the UK.

Foreskin – A sleeve of skin which covers the head of the penis. With an erection, the foreskin stretches, exposing the head of the penis. Sometimes foreskins can be too tight, causing painful erections but this can be sorted out. Some people have them removed for religious, health or cultural reasons.

Friends – People we are close to or feel comfortable with and enjoy spending time with.

G

Growth – Bodies grow a lot during puberty and we have a lot of adapting to do. Areas that develop include: chests, breasts, hips and sexual organs.

Genitals – Name given to all the external sexual organs

Gender/Gender identity – A social construction (an idea that has been created and accepted by the people in a society) relating to behaviours and attributes based on labels of masculinity and femininity; gender identity is a personal, internal perception of oneself and so the gender category someone identifies with may not match the sex they were assigned at birth. An individual may see themselves as a man, a woman, as having no gender, or as having a non-binary gender – where people identify as somewhere on a spectrum between man and woman.

Gender expression – how a person shows their gender by the way they act, behave, dress etc.

Gender questioning – a phrase often used to refer to children who are considering living their life as the other gender to the one they were assigned at birth. They cannot access medical treatment until they are 18.

H

Hair – Body hair appears around the genitals first (pubic hair) and then grows under the arms and on the legs. Young men also grow hair on their chest and face.

Hygiene – Changes to a young person's hormones and sweat glands, produce new body odours and sweat, which can be smelly. The best way to keep clean is to wash under arms and around the hair and genital area with soap and water regularly (ideally at least once a day) and to change pants and socks every day.

Hormones – chemical substances in the body that give messages to different parts of the body to start changing/developing during puberty.

I

Inner Lips – Also known as labia. The smaller lips that surround the entrance to the vagina and urethra (wee hole), just inside the outer lips

Intersex – A group of conditions in which there is a discrepancy between the external genitals and the internal genitals (the testes and ovaries). This may mean e.g. that the person has a womb and testicles inside their body, not ovaries, or that their external genitals look different from male or female genitals. The older term for this condition is hermaphrodites. Another term used today is differences in sex development (DSD).

IVF – Where specialist doctors fertilise the egg of the woman with the sperm of the man, but outside of the body. The fertilised egg creates an embryo which is then put back inside the woman so she becomes pregnant and grows the baby inside her uterus/womb.

L

Labia – Includes both the smaller lips/folds of skin that surround the entrance to the vagina and urethra (wee hole), and the outer lips/folds of skin that surround the inner lips.

M

Masturbation – Rubbing, stroking or touching one's own penis, clitoris, lips (labia) and vagina for pleasure, (because it feels good). It's not bad for a person or harmful. It can help a person to learn about their body and what gives it pleasure. Also known as 'wanking', self-touch or self-pleasure.

Menstruation – Another word for periods. Other terms include 'time of the month', 'coming on'. A loss of blood (usually monthly) as the unused ovum (egg) comes out of the vaginal opening along with the lining of the uterus. Girls who start menstruating can become pregnant, if having unprotected sexual intercourse.

Menstrual cup – Sometimes known as a Mooncup; is a small, foldable, reusable device made from silicone, rubber or plastic that collects, rather than absorbs, the menstrual blood when inserted into the vagina.

Menstruation pads – Made up of pads of cotton wool that a girl or woman presses onto the inside of a pair of knickers to catch the blood during a period to protect her clothes.

O

Oestrogen/progestogen – The female sex hormones. During puberty, oestrogen stimulates breast development and causes the vagina, uterus (womb) and Fallopian tubes (that carry eggs to the womb) to mature. Progestogen plays a part in regulating a girl's menstrual cycle.

Orgasm – The peak, most pleasurable or most intense part of sexual pleasure. Can happen through masturbation or penetrative sex. Also known as 'coming' or climax'.

Outer Lips – Also known as labia. Outer lips/folds of skin as part of the vulva, which cover the sexual parts of a woman's or girl's body including her inner lips (also known as labia), clitoris, urethra and the entrance to the vagina.

Ova – eggs. The singular version of this noun is ovum (egg)

Ovary – where the ova (eggs) are kept. There are usually two.

Ovum – the egg from a female that could potentially become a baby if it meets with a sperm.

P

Period(s) – See menstruation

Period pants – Period pants are leak-proof knickers, worn instead of a pad, a tampon or menstrual cup during a period. They usually hold around two standard tampons' worth of menstruation blood so it doesn't leak through onto the clothes. They can be worn all day and washed in the washing machine.

Puberty – Emotional and physical changes that happen in early adolescence, as the body begins to mature sexually and develop.

Penis – Also known by many other names, e.g. 'willy'. 'cock' or 'dick', this is the shaft-shaped reproductive organ that hangs outside the male body. An organ that can help transport urine (wee) and sperm away from the body. When rubbed or stroked, the penis can become hard and sexually aroused, and ejaculation and orgasm can happen.

Progestogen – One of the female sex hormone that plays a part in regulating a girl's menstrual cycle.

Prostate gland – The muscles of the prostate gland help propel semen into the urethra during ejaculation.

Pubic hair – Hair which starts to grow around the genitals during puberty.

R

Relationships – Intimate and close friendships or emotional attachments. These can take on more importance as we reach puberty. Can be of a sexual nature.

S

Scrotum – The scrotum is a thick sac (pouch) of skin that hangs below the penis and contains reproductive organs including the testes (testicles).

Semen – Contains sperm, the male reproductive agent, produced in their millions every day from puberty, in the testicles, and seminal fluid.

Seminal fluid – Fluid that is added to the sperm by the prostate gland to protect and provide energy for the sperm to swim.

Sex – A term used to assign someone as generally male or female based on their genitals at birth (see **biological sex** for full definition), or can be used to describe all the different ways two individuals can touch each other in a sexual way; that includes touching their genitals, in a way that feels nice to them.

Sexual awakening – Starts during puberty, as girls' clitoris, labia and breasts and boys' penis and testicles develop.

Sexual Intercourse – Sexual contact between individuals involving penetration, especially the insertion of a man's erect penis into a woman's vagina, typically culminating in orgasm and the ejaculation of semen. If it occurs when the woman is ovulating (releasing an egg), it can lead to conception, where the sperm fertilises the egg.

Sexual orientation – who someone is attracted to, physically and emotionally attracted, e.g. a person of the opposite sex, a person of the same sex, both (bisexual), or all sexualities and genders (pansexual).

Sexual Reproduction – Occurs when a male sex cell (sperm) and the female sex cell (egg) join. This fusion of sex cells is called fertilisation. Sexual reproduction allows some of the genetic information from each parent to mix, producing offspring that resemble their parents, but are not identical to them. In this way, sexual reproduction leads to variety in the offspring. In humans this process may happen through sexual intercourse or IVF.

Scrotum – Sack or pouch which holds testicles. During puberty the scrotum becomes baggy, helping the testicles to hang away from the body. This helps to keep the temperature down, which allows sperm to be produced.

Smegma – A creamy substance which builds up under the foreskin. It is normal but can be smelly if left unwashed. To wash under the foreskin, pull it back gently and gradually and wash around the head of the penis with soapy water.

Sperm duct – Also known as 'Vas Deferens'. The job of these tubes is to carry sperm to the urethra before ejaculation.

Spots – See Acne.

Sweat – During puberty new sweat glands start to work, producing a distinct body odour. Washing every day with soap and water and changing clothes regularly becomes important.

T

Tampon – a compressed pad of cotton wool created into a plug that can be inserted into the body in the vaginal passage by the girl or woman to soak up the period blood before it leaves the body in order to protect her clothes and to allow her to go swimming during her period, if she chooses.

Testicles – Also known as 'balls', these are held in the scrotum (sack/ball bag) found below the penis and which produce millions of sperm every day.

Testosterone – The male sex hormone. During puberty, rising levels of testosterone encourage the growth of the testicles, penis, and pubic hair. The voice begins to deepen, and muscles and body hair grow. Along with these changes comes growing sexual desire.

Transgender – someone may be transgender if they are living their life as the other gender than the one they were assigned at birth. They do not have to have any medical treatment to be protected by the law. If they are starting to live as a different gender, or planning to, the law still protects them.

U

Urethra – The tube which runs from the bladder to the outside of the body, either through the penis or to an opening above the entrance to the vagina. It also carries sperm to the penis.

Urethral opening – Opening of the urethra. It is the opening either at the end of the penis which allows both urine (wee) and semen to leave the body, or a separate opening just above the vaginal opening, where urine (wee) comes out.

Uterus – A fertilised egg (one that has joined a sperm) embeds itself into the lining of the uterus and grows into a baby. If this doesn't happen the lining of the uterus comes away as part of a period and renews itself for the next month.

V

Vagina – The opening of the reproductive part of the girl's body (the passage which leads to the womb). This is also the passage through which the penis enters during sexual intercourse and where tampons and Mooncups or Menstrual cups are placed during menstruation.

Voice – For boys, puberty brings changes to the voice box. Voices 'drop' and become deeper. This happens as the larynx (voice box) grows and this makes voices deeper. Voice sometimes comes out as a squeak when the muscles of the larynx go out of control for a moment. Girls may also notice a change in their voice too, as their voice box grows.

Vulva – Vulva refers to the external parts of the girl's genitals which are visible. This includes the clitoris, two sets of lips- the inner and the outer (also known as labia), the urethral opening (wee hole) and the entrance to the vagina.

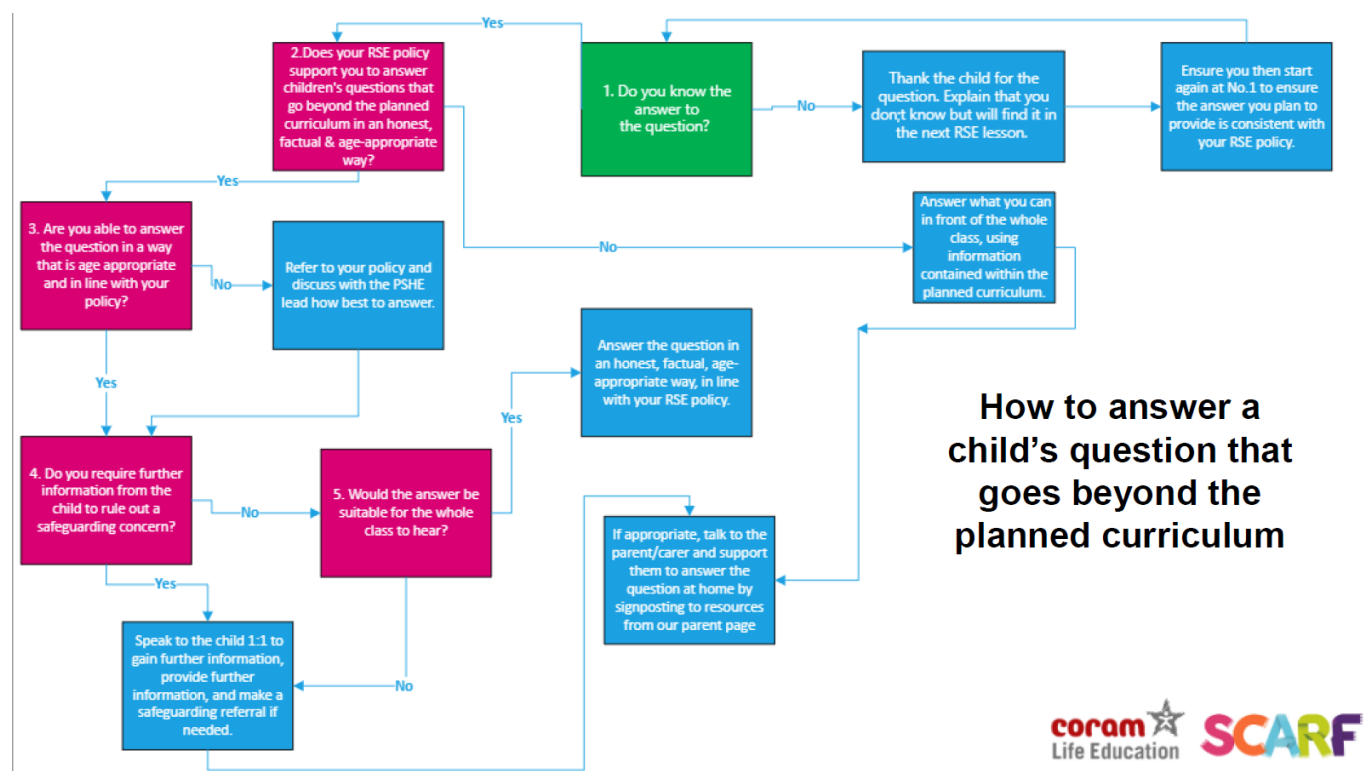
W

Wet dreams – A nocturnal emission, informally known as a wet dream, is a spontaneous orgasm during sleep that includes ejaculation for a male, or vaginal wetness or an orgasm (or both) for a female. This is normally associated with boys during puberty but girls can experience them too and is a sign of sexual awakening. Sometimes boys will notice a wet stain in their pyjamas or on their sheets, whereas girls will notice increased vaginal wetness. However this can be tricky to identify and so it is normal for girls and women to not know whether or not they've had an orgasm in their sleep.

Womb – (See uterus)

*Definitions provided by the [Office for National Statistics and the UK government](#) and reproduced here on 23.06.22

Appendix 2: Dealing with questions from children that fall outside of the planned curriculum



Appendix 3: Coverage

SCARF Progression for Three Class Schools

All SCARF lesson plans have been organised into six key themes/ blocks:

- Relationships
- Valuing Difference
- Keeping Myself Safe
- Rights and Respect
- Being My Best
- Growing and Changing

Me and My Relationships

- My feelings (R)
- My feelings (2) (R)
- Why we have classroom rules (Y1)
- Who can help me (R)
- Thinking about feelings (Y1)
- Our feelings (Y1)

Rights and Respect

- Looking after my special people (R)
- Harold has a bad day (Y1)
- Around and about the school (Y1)
- Looking after my friends (R)
- Being helpful at home and caring for our classroom (R)
- Basic first aid (Y1)

Valuing Difference

- I'm special, you're special (R)
- Same or different? (Y1)
- Unkind, tease or bully? (Y1)
- I am a friend (R)
- I am caring (R)
- It's not fair (Y1)

Being My Best

- Bouncing back when things go wrong (R)
- Yes I can (R)
- I can eat a rainbow (Y1)
- Move your body (R)
- Healthy eating (R)
- Harold learns to ride his bike (Y1)

Keeping Safe

- What's safe to go onto my body (R)
- Super sleep (Y1)
- Safe indoors and outdoors (R)
- Listening to my feelings (R)
- Sharing pictures (Y1)
- Me and my body – girls and boys (Y1)

Growing and Changing

- Life Stages – plants, animals, humans (R)
- Life stages: Human life stage – who will I be? (R)
- Healthy me (Y1)
- Where do babies come from? (R)
- Taking care of a baby (Y1)
- Surprises and secrets (Y1)

WRENS

Reception and Y1 – SECOND YEAR

Me and My Relationships

- Me and my special people (R)
- How are you listening? (Y1)
- Good friends (Y1)
- All about me (R)
- What makes me special (R)
- Feelings and bodies (Y1)

Rights & Respect

- Looking after money (1): recognising, spending, using (R)
- Looking after money (2): saving money and keeping it safe (R)
- Taking care of something (Y1)
- Caring for our world (R)
- Harold's money (R)
- How should we look after our body? (Y1)

Valuing Difference

- Same and different families (R)
- Same and different homes (R)
- Harold's school rules (Y1)
- Same and different (R)
- Who are our special people? (Y1)
- Our special people balloons (Y1)

Being my best

- My healthy mind (R)
- Eat well (Y1)
- Pass on the praise (Y1)
- A good night's sleep (R)
- Harold's wash and brush up (Y1)
- Catch it! Bin it! Kill it! (Y1)

Keeping Safe

- Keeping myself safe – what's safe to go into my body (inc. medicines) (R)
- Who can help (1) (Y1)
- Good or bad touches (Y1)
- Keeping safe online (R)
- People who help to keep me safe (R)
- What could Harold do? (Y1)

Growing and Changing

- Seasons (R)
- Then and now (Y1)
- Who can help (2) (Y1)
- Getting bigger (R)
- Me and my body – girls and boys (R)
- Keeping privates private (Y1)

HAWKS

Y2 & Y3 – FIRST YEAR

Me and My Relationships

- Our ideal classroom (1) (Y2)
- Looking after our special people (Y3)
- Dan's Dare (Y3)
- Types of bullying (Y2)
- Don't do that (Y2)
- Friends are special (Y3)

Rights & Respect

- Playing games (Y2)
- Harold saves for something special (Y2)
- Helping each other to stay safe (Y3)
- How can we look after our environment? (Y2)
- Our helpful volunteers (Y3)
- Can Harold afford it? (Y3)

Valuing Difference

- What makes us who we are (Y2)
- Respect and challenge (Y3)
- Family and friends (Y3)
- When someone is feeling left out (Y2)
- An act of kindness (Y2)
- Our friends and neighbours (Y3)

Being My Best

- You can do it! (Y2)
- My day (Y2)
- Poorly Harold (Y3)
- Harold's bathroom (Y2)
- Top talents (Y3)
- For or against? (Y3)

Keeping Safe

- Harold's picnic (Y2)
- How safe would you feel? (Y2)
- Safe or unsafe? (Y3)
- Danger or risk? (Y3)
- Fun or not? (Y2)
- Help or harm (Y3)

Growing and Changing

- A helping hand (Y2)
- Relationship tree (Y3)
- Body Space (Y3)
- Haven't you grown! (Y2)
- My body, your body (Y2)
- My changing body (Y3)

HAWKS

Y2 & Y3 – Second Year

Me and My Relationships

- How are you feeling today? (Y2)
- As a rule (Y3)
- How can we solve the problem? (Y3)
- Let's all be happy! (Y2)
- Being a good friend (Y2)
- Thanks (Y3)

Rights & Respect

- Feeling safe (Y2)
- Recount task (Y3)
- Getting on with others (Y2)
- When I feel like erupting (Y2)
- Harold's environmental project (Y3)
- Earning money (Y3)

Valuing Difference

- My special people (Y2)
- How do we make others feel? (Y2)
- My community (Y3)
- Solve the problem (Y2)
- Zeb (Y3)
- Let's celebrate our difference (Y3)

Being My Best

- Harold's Postcard – helping us to keep clean and healthy (Y2)
- Basic first aid (Y2)
- Body team work (Y3)
- What does my body do? (Y2)
- Derek cooks dinner! (healthy eating) (Y3)
- I am fantastic (Y3)

Keeping Safe

- What should Harold say? (Y2)
- I don't like that (Y2)
- The risk robot (Y3)
- Should I tell? (Y2)
- Super searcher (Y3)
- Alcohol and cigarettes: the facts (Y3)

Growing and Changing

- Sam moves away (Y2)
- None of your business (Y3)
- Secret or surprise? (Y3)
- Respecting privacy (Y2)
- Some secrets should never be kept (Y2)
- Basic first aid (Y3)

KITES

Y4 - Y6 – FIRST YEAR

Me and My Relationships

- Ok or not ok? (part 1)(Y4)
- Ok or not ok? (part 2) (Y4)
- Our emotional needs (Y5)
- Being assertive (Y5)
- Behave yourself (Y6)
- Assertiveness skills (Y6)

Rights and Respect

- Safety in numbers (Y4)
- Why pay taxes (Y4)
- What's the story? (Y5)
- Fact or opinion (Y5)
- Democracy in Britain 1 – Elections (Y6)
- Democracy in Britain 2 – How (most) laws are made (Y6)

Valuing Difference

- The people we share our world with (Y4)
- That is such a stereotype! (Y4)
- Qualities of friendship (Y5)
- Kind conversations (Y5)
- Advertising friendships (Y6)
- Boys will be boys? – challenging gender stereotypes (Y6)

Being My Best

- What makes me ME! (Y4)
- Making choices (Y4)
- Star qualities? (Y5)
- Basic first aid, inc. Sepsis awareness (Y5)
- This will be your life! (Y6)
- Our recommendations (Y6)

Keeping Safe

- Picture wise (Y4)
- Medicines: check the label (Y4)
- Vaping: healthy or unhealthy? (Y5)
- Would you risk it? (Y5)
- Rat Park (Y6)
- What sort of drug is...? (Y6)

Growing and Changing

- Secret or surprise? (Y4)
- Together (Y4)
- How are they feeling? (Y5)
- Taking notice of our feelings (Y5)
- Pressure online (Y6)
- Helpful or unhelpful? Managing change (Y6)

KITES

Y4 - Y6 – SECOND YEAR

Me and My Relationships

- An email from Harold! (Y4)
- Different feelings (Y4)
- Collaboration challenge (Y5)
- Give and take (Y5)
- Don't force me (Y6)
- Acting appropriately (Y6)

Rights and Respect

- Who helps us to stay healthy and safe? (Y4)
- It's your right (Y4)
- Spending wisely (Y5)
- Lend us a fiver! (Y5)
- Two sides to every story (Y6)
- Fakebook friends (Y6)

Valuing Difference

- Friend or acquaintance? (Y4)
- Islands (Y4)
- Is it true? (Y5)
- Start, stop, stereotypes (Y5)
- Ok to be different (Y6)
- We have more in common than not (Y6)

Being my Best

- My school community (1) (Y4)
- Basic first aid (Y4)
- It all adds up! (Y5)
- Different skills (Y5)
- What's the risk? (1) (Y6)
- What's the risk? (2) (Y6)

Keeping Safe

- Danger, risk or hazard? (Y4)
- How dare you! (Y4)
- Spot bullying (Y5)
- Play, like, share (Y5)
- Drugs: it's the law! (Y6)
- Alcohol: what is normal (Y6)

Growing and Changing

- All change! (Y4)
- Preparing for changes at puberty (Y4)
- Changing bodies and feelings (Y5)
- Help! I'm a teenager get me out of here! (Y5)
- I look great! (Y6)
- Media Manipulation (Y6)

KITES

Y4 - Y6 – THIRD YEAR

Me and My Relationships

- Human machines (Y4)
- Under pressure (Y4)
- How good a friend are you? (Y5)
- Relationship cake recipe (Y5)
- Working together (Y6)
- Solve the friendship problem (Y6)

Rights and Respect

- How do we make a difference? (Y4)
- In the news! (Y4)
- Mo makes a difference (Y5)
- Rights respect and duties (Y5)
- What's it worth? (Y6)
- Happy shoppers – caring for the environment (Y6)

Valuing Difference

- Can you sort it? (Y4)
- What would I do? (Y4)
- Happy being me (Y5)
- The land of the red people (Y5)
- Respecting differences (Y6)
- Tolerance and respect for others (Y6)

Being My Best

- SCARF hotel (Y4)
- Harold's seven R's (Y4)
- My school community (Y5)
- Independence and responsibility (Y5)
- Basic first aid, inc. Sepsis awareness (Y6)
- Five ways to wellbeing project (Y6)

Keeping Safe

- Keeping ourselves safe (Y4)
- Raisin challenge (Y4)
- Decision dilemmas (Y5)
- Ella's diary dilemma (Y5)
- Think before you click? (Y6)
- To share or not to share? (Y6)

Growing and Changing

- Moving House (Y4)
- My feelings are all over the place (Y4)
- Dear Ash (Y5)
- Growing up and changing bodies (Y5)
- Is this normal? (Y6)
- Making babies (Y6)