

Relationships, Sex and Health Education (RSHE) Policy



Tudhoe Colliery Primary School

From September 2026

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1. Definitions, rationale and ethos

As a primary academy, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017. We must also teach health education.

We don't 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. This would include the elements of sex education contained in the science curriculum.

In teaching RSHE, we're 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.

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Tudhoe Colliery Primary School, we teach RSHE as set out in this policy.

Definitions

Relationships and health education will:

Teach the skills and knowledge that form the building blocks of all positive relationships

Support children from the start of their education to grow into kind, caring adults who:

- Have respect for others
- Know how to keep themselves safe
- Have emotional awareness

Highlight the benefits and importance of physical activity, good nutrition, sufficient sleep and time spent outdoors

Emphasise the relationship between physical health and mental wellbeing

Aim to reduce stigma attached to health issues, in particular relating to mental health, and discourage the pejorative use of language related to ill health

Primary sex education will focus on:

- > Preparing boys and girls for the changes that adolescence brings
- > How a baby is conceived and born

For more information about our curriculum, see our PSHE curriculum on our school website.

Aims

- The aims of relationships, sex and health education (RSHE) at our school are to:
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture and promote healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Roles and responsibilities

The governing board

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

The Headteacher

The headteacher is responsible for making sure that RSHE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory/non-science components of RSHE.

Staff

Staff are responsible for:

- Delivering RSHE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory/non-science components of RSHE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny/misandry, homophobia, biphobia, sexual violence/harassment, derogatory behaviour and stereotypes
- Where misogynistic ideas are expressed at school, challenging the ideas, rather than the person expressing them
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL) Allison Boustead

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

The person leading RSHE in school is Lexy Gulliver.

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

Pupils

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

3. Curriculum Design

Our curriculum is set out in our PSHE planning, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. We have also used supporting planning resources from the PSHE Association. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online. Teaching will be developed to ensure the curriculum is accessible for pupils with SEND.

We will share all curriculum materials with parents and carers on request.

Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. This is delivered through specific PSHE lessons, No Outsiders sessions, or through other areas of the curriculum e.g. History or Reading lessons. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in Religious Education (RE).

Relationships education focuses on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe, including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe
- Health education will:
 - Highlight the benefits and importance of physical activity, good nutrition, sufficient sleep and time spent outdoors
 - Emphasise the relationship between physical health and mental wellbeing

Primary sex education taught in year 5 and year 6 will be taught in line with the National Curriculum for science, and focus on:

- The main external body parts
- The human body as it grows from birth to old age (including puberty)
- Reproduction in some plants and animals
- How a baby is conceived (in line with the factual curriculum of conception set out in the science curriculum)

In appendix 1, our planning map show the sex education that is non-statutory and can be withdrawn from.

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books

- Games
- Discussions and practical activities

4. Safe and effective practise

Teachers will make sure that all pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

Pupils will be introduced to protective and preventative content in a way that does not cause unreasonable alarm and does not appear to normalise risky behaviours or activities. The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

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).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

We will teach about these topics in a manner that:

Considers how a diverse range of pupils will relate to them

Is accessible to pupils with SEND

Is sensitive to all pupils' experiences

During lessons, makes pupils feel:

- o Safe and supported
- o Able to engage with the key messages

We will also:

Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- o A whole-class setting
- o Small groups or targeted sessions
- o 1-to-1 discussions
- o Digital formats

Give careful consideration to the level of differentiation needed.

5. Openness and engagement with parents and stakeholders

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

1. Review – a working group of staff and Governors, including Parent Governors 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 – policy has been uploaded to our school website where parents are able to review the policy
4. Ratification – once amendments were made, the policy will be shared with governors and ratified

6. Right to withdraw from sex education

Parents/carers do not have the right to withdraw their child from relationships and health education.

Parents/carers have the right to withdraw their child from the non-statutory/non-science components of sex education within RSHE – the headteacher will grant all requests to withdraw a pupil from the [non-statutory/non-science] parts of sex education.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the headteacher.

Alternative schoolwork will be given to pupils who are withdrawn from sex education.

7. Monitoring, reporting and evaluation

The delivery of RSE is monitored by SLT through:

- The RSE lead will meet with staff prior to teaching to discuss teaching approaches and how PSHE will be taught across the curriculum. Books will be monitored through curriculum reviews.
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.
- This policy will be reviewed annually. At every review, the policy will be approved by the Head teacher.

8. Policy Review

This policy will be reviewed in September 2027.

It will be reviewed by Lexy Gulliver.

Appendix 3: Parent/carer form requesting their child's withdrawal from sex education within RSHE

TO BE COMPLETED BY PARENTS/CARERS

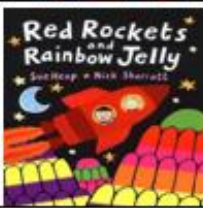
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/carer signature			

TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents/carers	

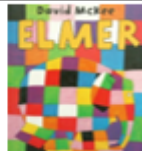
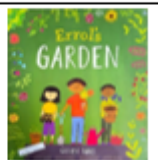
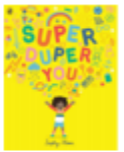


Reception PSHCE Curriculum

Term	Topic	Suggested Lessons (PSHCE Association)	Literature Links	No Outsiders Link – To be completed first week back after half term
In Reception, PSHCE is not taught in discrete blocks as the topics are revisited all the time. PSE is a thread running throughout provision and is driven through stories and day to day life in school. Topics are revisited and prioritised as needed depending upon the current needs of the children. The books shown are in addition to the Dream Read books – our core 40 books children read and explore in school and also take home during their time in Reception. The Dream Read books have also been chosen to reflect our PSHCE topics and provide further opportunities to explore these themes.   	Naming Feelings	- that we feel different ways at different times - that it's ok to feel different emotions - names for different emotions (using the Colour Monster to support) - how to regulate their own emotions and behaviours	   	
	Rules and why they are important	- why rules are important to keep us safe - what our school rules are and why they are important - we have different rules for different places in school e.g. the dinner hall, the yard and the classroom - why our behaviour wheel is important	   	
	Celebrating Differences	- that everyone is different and unique - that differences should be celebrated - ways in which people can be different e.g. gender, physical differences, ethnicity, religion - that we treat people equally, regardless of differences - to talk positively about different appearances, skin colours and hair types. - to celebrate and value cultural, religious and community events and experiences.	   	
	Looking after my body	- the importance of looking after our bodies - how to use the toilet independently - how to get dressed independently, including putting our coats and shoes on ourselves - how to brush our teeth and why it is important - how to wash our hands and why it is important	  	
	Empathy (Linked to naming feelings)	- that other people feel different ways at different times - that it's ok for others to feel different emotions - how to recognise how others might be feeling - that our behaviours can affect how others are feeling - how we can impact positively and negatively on how others might be feeling	   	
	Community	- that people in our community have jobs that help us e.g. doctors, fire fighters, shop assistants - what some of these jobs involve - how we can help others in our community	  	



Year 1 PSHCE Curriculum

Term	Topic	Suggested Lessons	Tudhoe Colliery Coverage	Literature Links	No Outsiders Link – To be completed first week back after half term
Autumn 1 	Making Friends: playing and learning together Theme: Relationships	- Ground rules, rule! – KS1 - Learning and playing together – KS1 - Friendship and bullying – KS1 - L1: Let's be friends - L2: Let's make up - L3: Let's be kind - Consent – KS1 - L1: Asking for permission	- Behaviour Wheel - Breaktimes and Lunch play - PE Lessons		
Autumn 2 	Mental Health and Wellbeing Theme: Health and Wellbeing	- Foundations for Wellbeing – Y1 - L1: Noticing feelings - L2: Distraction - L3: Paying attention to pleasant feelings - L4: Helpful and unhelpful thoughts - L5: Reacting	<u>Piece</u> of Mind Team (6 weeks?)		
Spring 1 	Celebrating me, you and our families Theme: Relationships	- Personal Identity – KS1 - L1: All different, all special - Belonging and community – KS1 - L1: Sameness and difference - Families – KS1 - L1: What makes a family? - L2: Different families	No Outsiders Assemblies		
Spring 2 	Safety and Home Theme: Health and Wellbeing	- Keeping safe at home – KS1 - L1: Keeping safe at home - Drug education – KS1 - L1: Keeping safe - L2: Keeping healthy - L3: Medicines and household products	- Everyday reminders – crossing roads - NSPCC Assembly - Fire Station Visit		
Summer 1 	Being Healthy Theme: Health and Wellbeing	- Keeping safe: Sun safety – KS1 - L1: Keeping safe in the sun - The sleep factor – KS1 - L1: Ready for sleep - Food for thought – KS1 - L1: Keeping healthy with food and drink - Dental health – KS1 - L1: Looking after our teeth - The importance of handwashing – KS1	- ASDA TRIP - HEALTH FOOD BUYING – COMMUNITY LINK - Visit from a Dental Nurse - Chartwells Workshops - Everyday handwashing	 	
Summer 2 	Showing kindness to ourselves and others Theme: Health and Wellbeing	- OHID: Every mind matters – KS1 - L1: Emotions - L2: Kindness - L3: Self-care	<u>Piece</u> of Mind Team (6 weeks)	 	

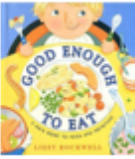


Year 2 PSHCE Curriculum

Term	Topic	Suggested Lessons (PSHCE Association) Username: office@tudhoe.colliery.co.uk Password: Tudhoe2026Lamp	Tudhoe Colliery Coverage	Literature Links	No Outsiders Link – To be completed first week back after half term
Autumn 1 	Mental Health and Wellbeing Theme: Mental Health and Wellbeing	- Foundations for Wellbeing – Y2 - L1: Noticing and naming feelings - L2: Different distractions - L3: Changing thoughts and feelings - L4: Managing unhelpful thoughts - L5: Reactions and responses - Change, loss and grief – KS1 - L1: What happens when things change?	<u>Piece</u> of Mind Team (6 weeks)	  	
Autumn 2 	Keeping Safe Online Theme: Health and Wellbeing	- CEOP: Jessie and Friends – KS1 - L1: Watching videos - L2: Sharing pictures - L3: Playing games - BBFC: Watch out! – KS1 - L1: Helping to make good viewing choices - L2: Keeping viewing choices safe	Computing Unit – Online Safety	  	
Spring 1 	Me, my body and staying safe Theme: Health and Wellbeing	- Medway: Changing and growing up – KS1 - L1: My special people - L2: Growing up – the human life cycle - L3: Everybody's body - NSPCC: Talk PANTS – 5-7 - L1: PANTS power - L2: More PANTS power	NSPCC Assembly	 	
Spring 2 	Safety and Home Theme: Living in the Wider World	- The Careers and Enterprise Company: Careers explorers – KS1 - L1: Strengths and interests - L2: Different jobs - Money and wellbeing – KS1 - L1: What is money? - L2: Money choices	- Chartwells Workshops - Charity Events	  	
Summer 1 	Keeping Safe outside the home Theme: Health and Wellbeing	- Road and rail safety – KS1 - L1: Crossing the road - L2: Keeping safe around railways COMING SOON - Emergencies lesson - Environment agency – KS1 - L1: Caring for the environment	- Visit from Police Force - Visit to a Fire Station - Cross Patrol – Road Safety Visit - Litter Picking	  	
Summer 2 	Looking back and moving on Theme: Living in the Wider World	- Foundations for Wellbeing: Revisit the extension and embedding activities in year 2 lessons. - Embracing change and new challenges – KS1 - L1: Moving to a new class	<u>Piece</u> of Mind Team (6 weeks) - Moving Up Day - HISTORY EXPERT – CRONDALE COMMUNITY CENTRE – COMMUNITY LINK	  	

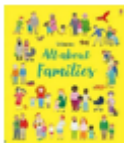


Year 3 PSHCE Curriculum

Term	Topic	Suggested Lessons (PSHCE Association) Username: office@tudhoe.colliery.co.uk Password: Tudhoe2026Lamp	Tudhoe Colliery Coverage	Literature Links	No Outsiders Link – To be completed first week back after half term
Autumn 1 	Me, my friends and belonging Theme: Relationships and Living in the Wider World	- Personal identity – KS2 - L1: Personal identity - Midway: Changing and growing up – Y3 - L1: What makes a good friend - L2: Falling out with friends - Belonging and community – Y3-4 - L2: Belonging to a community	- Behaviour Wheel - Breaktimes and Lunch play - PE Lessons - Charity Events - SEWING CLUB – CROXDALE COMMUNITY CENTRE – COMMUNITY LINK	  	
Autumn 2 	Mental Health and Wellbeing Theme: Mental Health and Wellbeing	- Foundations for Wellbeing – Y3 - L1: Exploring emotions - L2: Understanding distraction - L3: Managing thoughts and emotions - L4: Managing worries - L5: Managing responses	Piece of Mind Team (6 weeks)		
Spring 1 	Building Healthy Habits Theme: Mental Health and Wellbeing	- Food for thought – KS2 - L1: Healthier eating and drinking habits - L2: Healthier eating – choices and influences - L3: Ready, set, cook! - Dental health – KS2 - L1: Exploring dental health	- Chartwells Workshops - DT – Make a Health Picnic Snack - Visit from a Dental Nurse	 	
Spring 2 	Making Choices Online Theme: Mental Health and Wellbeing and Living in the Wider World	- NSCS: CyberSprinters – KS2 - L1: Creating and managing passwords - L2: Protecting your devices - BBFC: Let's watch a film – KS2 - L1: What can we watch? - L2: Can we choose what to watch?	Computing Unit – Online Safety		
Summer 1 	Keeping Safe Out and About Theme: Mental Health and Wellbeing	- Keeping safe: Sun safety – KS2 - L1: Managing risk in the sun - Road and rail safety – KS2 - L4: Risks and keeping safe - Environment agency – KS2 - L1: Canals and rivers - L2: Flood alert!	- Regular sunscreen during the summer - Visit to the River		
Summer 2 	Looking Out for Each Other Theme: Living in the Wider World	- St John's Ambulance: First aid – KS2 - L1: Allergies - L4: Bites and stings - L7: Calling for help - Foundations for Wellbeing: Revisit the extension and embedding activities in year 3 lessons.	First Aid Day		



Year 4 PSHCE Curriculum

Term	Topic	Suggested Lessons (PSHCE Association) Username: office@tudhoe.colliery.co.uk Password: Tudhoe2026Lamp	Tudhoe Colliery Coverage	Literature Links	No Outsiders Link – To be completed first week back after half term
Autumn 1 	Mental Health and Wellbeing Theme: Health and Wellbeing	- Foundations for Wellbeing – Y4 - L1: Describing emotions - L2: Understanding internal and external distractions - L3: Exploring different thinking habits - L4: Different ways to manage worries - L5: Strategies for calm - Change, loss and grief – Y3-4 - L2: How do people manage change and loss?	- Piece of Mind Team (6 weeks) - Resilience Nurse – 12 Strategies - LOTHIAN HOUSE – COMMUNITY LINK – CHRISTMAS CARDS	  	
Autumn 2 	Exploring Ways to Manage Risk Theme: Health and Wellbeing and Living in the Wider World	- Firework safety – KS2 - L1: Firework safety - Keeping safe at home – KS2 - L2: Keeping safe at home - Road and rail safety – KS2 - L3: Independently crossing the road - Exploring risk in relation to gambling – KS2 - L1: Exploring risk - Drug education – Y3-4 - L1: Medicines and household products - L2: Smoking, vaping and alcohol	- Firework Assembly/Talk - Road Crossing Workshop - Nurse Visit – Smoking, Drugs and Alcohol		
Spring 1 	Forming Respectful Relationships Theme: Relationships	- Friendship and bullying – Y3-4 - L1: Valuing friendships - L2: Friendship challenges - L3: What is bullying - OHID: Every mind matters – KS2 - L1: Kindness	Everyday Breaktime and Lunch play		
Spring 2 	Money Matters and Literacy News Theme: Living in the Wider World	- Money and wellbeing – Y4 - L1: How money is used - L2: Making decisions about money - Guardian Foundation: NewsWise – ages 7-9 - L4: How news affects feelings - L6: Fake or real news? - L7: Questioning images in the news	- Computer Unit – Online safety - Charity Events - LOTHIAN HOUSE – COMMUNITY LINK – EASTER CARDS	 	
Summer 1 	Me, my body and growing up Theme: Health and Wellbeing	- Medway: Changing and growing up – Y4-5 - L1: Time to change - L2: Menstruation and wet dreams - L3: Personal hygiene - L4: Emotions and feelings - NSPCC: Talk PANTS – ages 7-9 - L1: Building confidence	- NSPCC Assembly - Nurse Visit		
Summer 2 	Families and Growing Together Theme: Relationships	- Families – KS2 - L1: Family relationships - L2: Diverse families - L3: Family changes - Committed relationships and family life – KS2 - L1: Marriage and partnership	- No Outsiders Assemblies - LOTHIAN HOUSE – COMMUNITY LINK – SUMMER SUN AND BOARD GAMES		

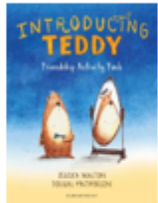


Year 5 PSHCE Curriculum

Term	Topic	Suggested Lessons (PSHCE Association) Username: office@tudhoe.colliery.co.uk Password: Tudhoe2026Lamp	Tudhoe Colliery Coverage	Literature Links	No Outsiders Link – To be completed first week back after half term
Autumn 1 	Friendships, Stereotypes and Bullying Theme: Relationships	- Friendship and bullying – Y5-6 - L1: Including others - L2: Positive and respectful friendships - L3: Bullying and its impact - Belonging and community – Y5-6 - L3: Challenging stereotypes - L4: Addressing extremism	No Outsiders Assemblies		
Autumn 2 	Mental Health and Wellbeing Theme: Health and Wellbeing	- Foundations for Wellbeing – Y5 - L1: Noticing and naming emotions - L2: Directing attention and managing distractions - L3: Changing thinking habits - L4: Rumination and worry - L5: Managing reactivity	<u>Piece of Mind</u> (6 weeks)		
Spring 1 	Positively Engaging with our World Theme: Living in the Wider World	- Guardian Foundation: NewsWise – ages 9-11 - L3: Managing feelings about the news - L5: Spotting fake news - L6: Understanding that news is targeted - UCL: Climate change – empathy and agency – KS2 - L1: Connecting with nature - L2: Everyday actions - L3: Doing it together	Litter Picking – Breaktimes	 	
Spring 2 	Respecting Boundaries Theme: Health and Wellbeing and Relationships	- Consent – KS2 - L1: Giving and seeking permission - L2: Personal boundaries - L3: Appropriate and inappropriate touch - NSPCC: Talk PANTS – ages 9-11 - L6: How can the PANTS rule help us? - Female genital mutilation – Y5-6* - L1: Keeping safe – FGM *The parental right to withdraw applies to sex education.	NSPCC Assembly		
Summer 1 	Safe Connections Theme: Relationships and Health and Wellbeing	- CEOP: Play, like, share – ages 4-10 - L1: Block him right good, Alfie! - L2: Who's Magnus? - L3: They have fans, we have friends! - CEOP: Connect – Y5-6 - L1: Respectful relationships - L2: Socialising online - NCA: Making the right CyberChoices – Y5-6	TEAG2 – COMMUNITY LINK – LINKED WITH LOCAL GEOGRAPHY TOPIC		
Summer 2 	Embedding Healthy Habits and Learning First Aid Theme: Health and Wellbeing	- Melanoma Fund: Sunquarding schools – KS2 - Sure: Breaking limits – KS2 - L1: Confident mover - L2: Team player - L3: Goal setter - St John's Ambulance: First aid – KS2 - L2: Asthma - L9: Head injuries	- PE Lessons - First Aid Day – Check Coverage in Year 3		



Year 6 PSHCE Curriculum

Term	Topic	Suggested Lessons (PSHCE Association) Username: office@tudhoeclillery.co.uk Password: Tudhoe2026Lamp	Tudhoe Colliery Coverage	Literature Links	No Outsiders Link – To be completed first week back after half term
Autumn 1 	Mental Health and Wellbeing Theme: Health and Wellbeing	- Foundations for Wellbeing – Y6 - L1: Regulating emotions - L2: Managing distraction - L3: Developing positive thinking habits - L4: Managing rumination and worry - L5: Managing stress - Change, loss and grief – Y5-6 - L3: How do people manage loss and support each other?	- Piece of Mind Workshops (6 weeks) - No Outsiders Assemblies		
Autumn 2 	Managing Money and online spending Theme: Living in the Wider World and Health and Wellbeing	- Money and wellbeing – Y6 - L1: Money and emotional wellbeing - L2: Being a critical consumer - Exploring risk in relation to gambling – KS2 - L2: Chancing it! - Online financial harms – KS2 - L1: Spending influences - L2: Wellbeing and support	Charity Events		
Spring 1 	Changes in Puberty Theme: Health and Wellbeing	- Medway: Changing and growing up – Y6 - L1: Puberty recap - L2: Puberty – change and becoming independent - L3: Positive, healthy relationships - L4: How a baby is made* - The sleep factor – KS2 - L1: Getting a good night's sleep *The parental right to withdraw applies to sex education.	- Nurse Visit - NSPCC Assembly		
Spring 2 	Drug Education: Assessing Risk and Managing Influences Theme: Health and Wellbeing	- Drug education – Y5-6 - L1: Medicines - L2: Legal and illegal drugs - L3: Influences and pressure - L4: Tobacco, vaping and alcohol in the media	REN'S SHED – COMMUNITY LINK – LINKED WITH WW2 HISTORY TOPIC (VETERANS ATTEND)		
Summer 1 	Developing our AI Literacy Theme: Living in the Wider World and Health and Wellbeing	- L1: What is AI? - L2: How does AI affect our rights? - L3: What is an AI chatbot? - Home office – Digital deception: <u>Understanding deepfakes</u> – Y5-6 - L1: The impact of generative AI - L2: The ethics of AI images - Pick your pics – Y5-6 - L1: Pick your pics	Computing Unit – AI and Online Safety		
Summer 2 	Looking into the Future Theme: Living in the Wider World	- The Careers and Enterprise Company: Careers explorers – KS2 - L1: Job skills - L2: Choosing a career - L3: Career routes - Embracing change and new challenges – Y6 - L1: Moving to secondary school	- Tudhoe 30 – Join a Workforce - Transitions Secondary School Days		