

Eyam CE Primary School

Relationships and Sex Education Policy



'Let your light shine'

Agreed: June 2022

Review Due: April 2023

Review Date: April 2025

Our vision is to be a vibrant and thriving community of responsible and resilient learners who 'let their light shine' as we work together, using critical thinking skills to achieve more and celebrate each other's success through a culture of respect.

We learn as a TEAM because Together Everyone Achieves More.

Signed by _____ on behalf of the Governing Body Date _____

To be read in conjunction with other Policies:

- Positive behavior Policy
- Safeguarding and Child Protection policy
- PSHE Policy
- Equality and Diversity Policy
- Anti-bullying Policy

Relationships and Sex Education (RSE)

Relationships and Sex Education is defined by the PSHE Association as 'learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health'.

Our Intent for RSE

The important thing about RSE is to enable pupils to grow a healthy mind and through this a healthy body – to develop emotional literacy and self-respect. We aim to empower children to develop strategies to respond to the challenges of their lives and those of others: to become resilient.

It also helps children to rehearse the language of relationships. It helps them learn how to offer forgiveness and without it they would have a reduced understanding of those around them and how best to cherish their uniqueness. The important thing about RSE is knowing ones-self and being open to those around you.

At Eyam we offer pupils a carefully planned RSE programme within a safe learning atmosphere. The programme is set within our school ethos and is delivered in an age appropriate way, matched to the pupil's level of understanding. SRE falls within both 'Health and wellbeing' and 'Relationships', as sexual health should always be considered as an element of health education but also within the context of healthy relationships. Our pupils are already global citizens in an increasingly 'connected' world. They do not separate the 'offline world' from the 'online world' and therefore all topics should be explored within the context of both.

High quality SRE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life. It is essential for the following reasons:

- Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that sex and relationships education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 Not Yet Good Enough report.
- SRE plays a vital part in meeting schools' safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life.

- A comprehensive SRE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

SRE plays an important part in fulfilling the statutory duties all schools have to meet. As section 2.1 of the National Curriculum framework (DfE, 2013) states:

'Every state-funded school must offer a curriculum which is balanced and broadly based and which: promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society. It prepares pupils at the school for the opportunities, responsibilities and experiences of later life.'

These duties are set out in the 2002 Education Act and the 2010 Academies Act. Whole school (Section 5) Ofsted inspections consider the extent to which a school provides such a curriculum.

Sex and relationships education:

- is a partnership between home and school
- ensures children and young people's views are actively sought to influence lesson planning and teaching
- starts early and is relevant to pupils at each stage in their development and maturity
- is taught by people who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, pleasure, respect, abuse, sexuality, gender identity, sex and consent
- includes the acquisition of knowledge, the development of life skills and respectful attitudes and values
- has sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and communication skills, and accessing services
- helps pupils understand on and offline safety, consent, violence and exploitation is both medically and factually correct and treats sex as a normal and pleasurable fact of life
- is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience
- uses active learning methods, and is rigorously planned, assessed and evaluated
- helps pupils understand a range of views and beliefs about relationships and sex in society including some of the mixed messages about gender, sex and sexuality from different sources including the media
- teaches pupils about the law and their rights to confidentiality even if they are under 16, and is linked to school-based and community health services and organisations.
- promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs

It contributes to:

- a positive ethos and environment for learning
- safeguarding pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school
- a better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships

- helping pupils keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice
- reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying

How does PSHE sit within the CofE vision for Education?

Church schools, including Eyam seek to ensure that our curriculum protects, informs and nurtures all pupils. Pupils have a right to an education that enables them to flourish and is set in a learning community where differences of lifestyle and opinion are treated with dignity and respect; bullying is not tolerated and where they are free to be themselves without fear.

The Vision for Education from the Diocese is based on the following verse, John 10:10, when Jesus said, 'I have come in order that you might have life – life in all its fullness'. In order for us to facilitate this we strive to provide an education that develops wisdom, hope, dignity and develops community. These themes are explored through our own school values and are incorporated into Worship, school Policy and Actions we take at school. Many of the themes studied during our RSE curriculum are embedded in our 'Understanding Christianity' elements of the RE curriculum.

Sex and Relationship Education Guidance (DfEE 0116/2000)

Relationship and Sex education is lifelong learning about physical, moral and emotional development. It is about understanding the importance of loving and caring relationships, as well as the teaching of sex, sexuality and sexual health.

Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age.

Moral and Values Framework

Relationship and Sex education will reflect the School vision and Christian ethos and the core concepts of the PSHE and Citizenship programme. RSE will be taught in the context of Relationships and Health with some elements being taught in science, others are part of On-line safety.

In addition RSE will promote mental wellbeing with a focus on self-esteem and emotional literacy and help children form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

Aims and Objectives for Sex and Relationship Education

The aim of RSE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour. This should take place with consideration of the qualities of relationships within families.

All schools must teach the following as part of Science National Curriculum, parents do not have the right to excuse their child/children.

The following aims complement those of the Science curriculum in KS1 and KS2.

- To have the confidence and self-esteem to value themselves and others
- To understand about the range of relationships, including the importance of family for the care and support of children and family members
- To know animals including humans move, feed, grow, use their senses and reproduce.
- To develop confidence in talking, listening and thinking about feelings and relationships
- To be able to name parts of the body and describe how their bodies work
- To know the main stages of the human life cycle
- Recognise similarities and differences between themselves and others and treat others with sensitivity
- To be prepared for puberty
- To understand the consequences of their actions and behave responsibly within relationships
- To be able to recognise unsafe situations and be able to protect themselves and ask for help and support
- To understand how safe routines can reduce the spread of viruses

As part of RSE, pupils will be taught about the importance of a safe and nurturing family life and how this is important for bringing up children. We aim to provide accurate information and to help to develop skills to enable them to understand differences and respect themselves and others. We hope to prevent and remove prejudice. RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life. We will work towards this aim in partnership with parents and carers.

The RSE requirements are split into various areas

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Families and people who care for me

Pupils should know

- 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

Pupils should know

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

Pupils should know

- 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

Pupils should know

- 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. Being safe Pupils should know
- 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.

Physical health and mental wellbeing

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and when issues arise, know how to seek support as early as possible from appropriate sources.

- Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.
- It is important for schools to promote pupils' self-control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. This integrated, whole-school approach to the teaching and promotion of health and wellbeing has a potential positive impact on behaviour and attainment.
- Effective teaching should aim to reduce stigma attached to health issues, in particular those to do with mental wellbeing. Schools should engender an atmosphere that encourages openness. This will mean that pupils feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing.
- Puberty including menstruation should be covered in Health Education and should, as far as possible, be addressed before onset. This should ensure male and female pupils are prepared for changes they and their peers will experience.

Mental wellbeing

Pupils should know

- 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.

Internet safety and harms

Pupils should know

- 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

Pupils should know

- 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

Pupils should know

- 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).

Drugs, alcohol and tobacco

Pupils should know

- 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 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

- about menstrual wellbeing including the key facts about the menstrual cycle.
- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

We also teach RSE through other subject areas, where we feel that they contribute significantly to a child's knowledge and understanding of their own body, and how it is changing and developing (Science). Children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved R.E.) We also teach concepts closely linked to on-line safety, child protection and safeguarding.

Resources

As part of the PSHE Matters Scheme we have access to videos via the web and have also bought a range of books. Parents are able to look at these as part of our consultation process – in 2019, 2021 and 2023 we hold a sharing of resources event for parents to see resources used during the different Key stages.

The school continues to use the All About Me DVD (Living and Growing for Primary children) which incorporates short videos of children talking informally to each other, some diagrams and pupils at a public swimming pool. We combine this with worksheets and discussion activities.

Y2 unit 1 programme 1 Which highlights the difference between males and females

Y3 unit 1 programme 2 How did I get here – seeing a pregnant mother at hospital

Y4 unit 1 programme 3 Growing up, self-esteem and becoming more independent

Y5 unit 2 programme 4 Changes during puberty – usually watched with Y6 as a refresher

Y6 unit 2 programme 5 and 6 boy talk and girl talk which looks at whole body development as we start puberty including drawings and an explanation of menstruation programme 7, in

order to lead into a discussion about safe and appropriate conception within a happy relationship – this is in the form of setting rules for keeping safe as children grow up. Parents will be able to look at the resources we are using first.

We are also now using a range of new books which can be watched as a video with a voice over and simple drawn characters. These are very well designed to take the class through a series of discussions and activities and are accompanied by prompts and learning tasks. Again parents can look through these as they are always given notice of the half term these are going to be used in each class (usually the summer term in June). Together these enhance the 'Growing up' section of our Scheme and support staff to ensure we are providing the best possible framework for our pupils and your children to become safe, knowledgeable and self-confident young people.

Parental Consultation

The school is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation.

Parents have the right to excuse their children from those aspects of RSE, not included in the Science Curriculum. However this rarely happens, by working in partnership with parents they recognise the importance of this aspect of their child's education. If parents/carers do request their child be removed from these lessons, then that child will be provided with alternative work, linked with the PSHE and Citizenship programme, and be invited to join another class for that session. This content has been agreed in consultation with governors and teaching staff and parents.

The school informs parents when aspects of the sex and relationship programme are taught and provides opportunities for parents to view the videos and resources being used.

The Role of the School

It is the responsibility of the School to:

- Ensure that parents and staff are informed about our RSE policy. (See Appendix 2 for our RSE Parent's Guide)
- Ensure that the policy is implemented effectively.
- Advise parents and carers (by letter) about forthcoming sex education lessons. Further details of the lessons will be provided to parents upon request and they will be invited to view any materials before the lesson.
- Ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school.
- Answer any questions that parents may have about the RSE for their child.
- Monitor this policy on a regular basis and reports to governors on the effectiveness of the policy.

Language

Children should be introduced, at appropriate stages, to the correct terminology in their programme of sex education. It is important that acceptable and unacceptable terminology

is clarified. After initial discussion, correct biological terms will be used at all times for teaching.

Infant vocabulary	Lower Junior Vocabulary	Upper Juniors
bottom wee penis vagina testicles private body parts	life cycle stages in humans puberty change hair penis vagina underarms muscles hips skin spots emotion the rights of the child	friends confused cheerful sad relationships love sperm testicles vagina erect ovary womb period wash active mood breasts sweat sexual intercourse having sex making love deodorant tampon bra ovaries wet dream Adam's apple embryo

Dealing with questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique. Teachers will endeavor to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account different faiths and views.

Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

If the teacher decides to discuss the matter on an individual basis, a record must be kept of that discussion.

Harassment and bullying

Pupils come from a variety of backgrounds and all are entitled to learn in a supportive environment, free from fear. Some pupils may use specific and/or sexual terms as a way to harass other pupils. This is unacceptable and will be dealt with as any other form of harassment, through the school behaviour and discipline procedures. An understanding of human difference, including sexuality and gender, is an important aspect of education and will be addressed as appropriate through the curriculum.

Child Protection / Confidentiality

Teachers need to be aware that effective relationship and sex education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. In line with normal proceedings, the staff member will inform the Head Teacher /Designated Child Protection person in line with the LEA procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

Teachers conduct sex education lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse.

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, then pupils are informed first and then supported by the DSL throughout the whole process.

Inclusion

RSE will be given to ensure quality of access for all pupils, regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination. Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated programme will be provided where necessary, to ensure that all pupils gain a full understanding.

Monitoring and Evaluation

This policy scheme of work will be regularly reviewed and any feedback from teachers, parents/carers and pupils will be considered.

RSE will be monitored by teaching observations and by carrying out pupil interviews.

Complaints Procedure

Any complaints about the RSE programme should be made through the school's complaints procedure and in the first instance be directed to the Head Teacher.

Possible resources

Updated march 2021

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/annex-b-resources-for-relationships-education-relationships-and-sex-education-rse-and-health-education>

Relationships Education

Safeguarding: NSPCC PANTS rule with film <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/underwear-rule-schools-teaching-resources/>

Example of model primary curricula <http://catholiceducation.org.uk/schools/relationship-sex-education>

Relationships and Sex Education

Sexual health and relationships: up to date information on all aspects of sexual and reproductive health available at <https://sexwise.fpa.org.uk/> which teachers may find helpful for their knowledge

Abuse in relationships: Disrespect NoBody (Home Office and Government Equalities Office) <https://www.pshe-association.org.uk/curriculum-and-resources/resources/disrespect-nobody-teaching-resources-preventing>

Consent: PSHE Association lesson plans <https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-teaching-about-consent-pshe-education-key>

LGBT inclusivity: Stonewall lesson plans and materials for primary and secondary <https://www.stonewall.org.uk/get-involved/education/different-families-same-love>

Resources covering all contexts, including online, and specifically relationships and bullying, alcohol, smoking, stress, body image: Public Health England website with videos made by young people and resources tested with teachers

https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview?WT.mc_id=RiseAboveforSchools_PSHEA_EdComs_Resource_listing_Sep17

Example model secondary curricula: <http://catholiceducation.org.uk/schools/relationship-sex-education>

Mental health

Mental health and emotional wellbeing: PSHE Association lesson plans <https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-preparing-teach-about-mental-health-and>

MindEd educational resources on children and young people's mental health

<https://www.minded.org.uk/>

Online safety

Education for a Connected World: UKCCIS framework of digital knowledge and skills for different ages and stages

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683895/Education_for_a_connected_world_PDF.PDF

Sexting: UKCCIS advice for schools on preventative education and managing reports of sexting. <https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

Thinkuknow is the education programme from National Crime Agency (NCA)-Child Exploitation Online Programme (CEOP), which protects children both online and offline. The site offers materials for parents, teachers and pupils on a wide range of online safety issues and facts about areas such as digital footprints, recognising fake websites and checking URLs.

<https://www.thinkuknow.co.uk/>

PSHE

PSHE Association Programme of study for KS1-5 <https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935>