




ACADEMY RELATIONSHIPS & SEX EDUCATION POLICY

Document Control Table

Title	Academy Sex and Relationships Education Policy
Author	Amarjit Cheema (Trust CEO)
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Approved By Name	Andrew Brocklehurst (Chair of Trustees)
Signature of Approval	
Next Review Date	July 2021

Document History

Date	Author	Note of Revisions

NB – THIS POLICY WILL NOT COME INTO EFFECT UNTIL SEPTEMBER 2020 WHEN NEW REQUIRMENTS BECOME STATUTORY. IN DRAFT FROM IT IS FOR CONSULTATION PURPOSES ONLY

Definition of Relationships & Sex Education

At Perry Hall Multi-Academy Trust (PHMAT) we believe that our pupils need to be educated in relationships and sex education (RSE) themes as part of a broad and balanced curriculum which develops the whole child.

This policy is MAT-wide, but we fully acknowledge the fact that individual schools will need to take a more local approach to some of the elements covered within this policy, most notably curriculum content and delivery. Each MAT school will therefore include any relevant local approaches as an appendix to this MAT-wide RSE policy to ensure that all relevant information is bespoke to their setting and the needs and priorities of their school community.

We define RSE as lifelong learning about personal, physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It also involves acquiring information, developing and forming positive beliefs, values and attitudes. In particular, we feel it is appropriate for there to be an emphasis on relationships education in primary phase education.

At an appropriate age for our children it is also about the teaching of sex education, as part of National Curriculum Science or, at the decision of individual schools, via additional non-statutory provision to complement this. RSE is not about the promotion of sexual orientation or sexual activity, rather an understanding and acceptance of the diverse relationships that exist in our school community and beyond. We ensure Relationships Education and Sex Education is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities.

It is important that pupils are aware of their own bodies and feelings. They need to be educated about any changes that may occur as they grow and to become comfortable with these.

For this to happen and for pupils to develop into mature, confident adults they need a well-planned, age-appropriate programme of Relationships Education starting with a focus on friendships, building of self-esteem, staying safe and mutual respect. We fully embrace the viewpoint of the Secretary of State for Education in the DfE statutory guidance document 'Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, 2019':

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.”

Secretary of State for Education

The aims around the content within Relationships Education at primary phase are well aligned with our PHMAT core values.

This policy is a working document which aims to provide guidance and information on all aspects of Relationships and Sex Education (RSE) in the school for staff, parents/carers and governors.

Please note, for the purposes of this policy we define Relationships Education (RE) as any theme and topic that is required by the DfE within this section of the statutory document. This will be delivered within our PSHE education programme of study.

We define Sex Education (SE) as:

- Any non-statutory sex education content delivered as part of our PSHE education programme. Any individual session which this applies to is clearly identified within each individual school’s curriculum overview in the appendices.
- Statutory sex education content is also part of National Curriculum for Science.

Please note that DfE guidance from 2020 also requires schools to deliver a ‘Changing Adolescent Body’ unit as part of statutory Health Education. This unit covers themes such as puberty, physical and emotional changes and menstruation. These themes will be covered in an age-appropriate way within our PSHEe programme alongside other related themes.

Statutory regulations and guidance

Legislation and guidance documents that inform our school’s RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance: SRE for the 21st century (2014)
- Keeping children safe in education (2019)
- Children and Social Work Act (2017)

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)

Current regulations and statutory guidance from the Department for Education state that Relationships Education and Health Education must be taught in all primary schools from September 2020. This guidance document has been reviewed to ensure that our school policy and approach is in-line with both statutory requirements and established best practice. The statutory guidance document from the DfE document can be viewed here:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

Other related policies and documents

- PSHE policy
- Safeguarding policy
- E-safety policy
- Anti-bullying policy
- Equality policy
- Behaviour policy
- Science curriculum

Confidentiality and Safeguarding

The policies for RSE and Safeguarding complement each other as they are integral in the teaching of RSE and in keeping children safe.

Teachers need to be aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a safeguarding issue by children. If this should occur, the staff member will inform the head/designated safeguarding lead in line with the safeguarding policy should any concerns be raised

If there is a time when a child wishes to confide in a member of staff the above policies must be followed, and any information passed onto the designated person. Staff members should make pupils aware that they cannot guarantee confidentiality and of the procedure they must follow. The designated person must then decide what action to take and whether to involve outside agencies depending on the information received in order to protect the child.

Inclusion

It is our intention that all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development, with differentiated provision if required. We operate a fully inclusive ethos in school.

We are mindful of statutory guidance from the DfE, Ofsted and of the legal responsibilities placed upon institutions by the Equality Act 2010. The full act can be viewed here:

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

During PSHE/RSE sessions, objective discussion of the diversity of the community we serve, and wider society, will be approached in a sensitive and age-appropriate manner so that all children have access to lessons which meet their particular needs.

Aims of RSE

At PH MAT we aim to develop in our pupils an understanding of the physical, biological, emotional, social, spiritual, legal and moral aspects of relationships.

As part of our PSHE programme, Relationships Education is taught gradually across Key Stages 1 and 2, so that learning can be built upon in a way that is appropriate to the age and maturity of each child, responds to the needs they have, and enables them to successfully manage the challenges they face as they grow up.

Our overarching aims for our pupils from our RSE programme are:

- to prepare young people for adult life by following an age appropriate programme of relationships education teaching.
- the acquisition of knowledge, the development of life skills and respectful attitudes and values
- to develop young people's confidence and self-esteem enabling self-respect and control over their own bodies and their own lives.
- to encourage respect and responsibility for self and others.
- to enable young people to make informed decisions which are relevant to their lives and wellbeing.
- to enable pupils to keep themselves safe from harm, both on and offline

If one of our individual MAT schools chooses to deliver any non-statutory sex education lessons to meet the needs of pupils and the local community, these will be delivered at age- appropriate points across the curriculum and clearly designated. Parents will always be consulted on any non-statutory elements.

We believe that this view supports current DfE guidance which states that:

“It is important that the transition phase before moving to secondary school supports pupils’ ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born”

Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance

Content & delivery of RSE

Our RSE curriculum is delivered predominantly by class teachers or other teaching staff within our schools from years 1 to year 6 and is predominantly part of our Personal, Social, Health & Economic (PSHE) education programme of study. On occasion, appropriate and suitably experienced and/or knowledgeable visitors from outside school are invited to contribute to the delivery of RSE in school, such as School Nurses.

Throughout RSE, children and young people benefit from opportunities to identify and reflect on their own values and those of others including their peers. RSE in school provides a safe environment for this exploration and development of positive attitudes.

RSE is delivered within time tabled curriculum lessons as part of our PSHE education curriculum. Statutory elements are also delivered within Science as per the National Curriculum. Our provision intends to help young people develop confidence in talking, listening and thinking about relationships. Several teaching strategies help this, including:

- establishing ground rules with pupils
- using ‘distancing’ techniques
- encouraging reflection and discussion

The personal beliefs and attitudes of staff delivering RSE will not influence the teaching of the subject in this school.

Content overview

We fully acknowledge and support the fact that individual schools will need to take a more local approach to some of the elements covered within this policy, most notably curriculum content and delivery. Each MAT school will therefore include any relevant local approaches/curriculum information as an appendix to

this MAT-wide RSE policy to ensure that all relevant information is bespoke to their setting and the needs and priorities of their school community.

Please see individual school curriculum overviews which are contained within the appendices.

Teaching and learning approaches

The delivery of lessons is designed to give all pupils a chance to explore and investigate the subject in a safe and supportive way across the curriculum.

A wide variety of active teaching and learning approaches will be used to teach PSHE education, including RSE. These will include:

- use of circle time
- film-clips
- scenarios
- stories
- mind mapping
- discussions i.e. whole class, small groups, paired etc.
- drama / role play
- working independently, in pairs or larger groups of children and with children they would not normally work with

Pupils will be encouraged to reflect on their own learning and values by discussing their opinions and beliefs as this not only builds mutual respect and understanding of others, but also reinforces important skills and qualities such as compromise, listening and cooperation.

Creating a safe learning environment

Creating a safe learning environment is a vital part of allowing children to access PSHE/RSE lessons where sensitive and complex issues can be explored and discussed. We use a range of methods to support this:

Ground Rules

The use of ground rules and our MAT and individual school core values are fundamental tools in creating a safe and secure learning environment within PSHE/RSE lessons. Given the often-sensitive nature of topics within RSE, ground rules are even more important. Guidance for staff around setting ground rules before each topic is given below for example but it is important that these are created in partnership with pupils so that they are fully embedded in the classroom:

- Listen carefully
- Take turns to speak
- Respect each other's contributions and opinions

- No personal questions or information
- If you want to share something personal or something is worrying you, talk to the teacher after the lesson.

Good ground rules will help teachers to manage appropriate discussions and reduce the amount of disclosures made within the lesson. Pupils are made aware that they can always talk to a member staff about any worries and concerns outside of lesson time and are regularly signposted to pastoral staff or safeguarding leads, as well as other support services such as Childline.

Dealing with questions

During both formal and informal PSHE/RSE sessions, pupils are encouraged to ask questions. Any questions arising from pupils are answered according to the age and maturity of the pupil concerned, and if the teacher delivering the session deems it appropriate to answer. Teachers will:

- use specific ground rules for this work which will clarify boundaries for children/young people, and mitigate disclosures in class
- clarify that personal questions should not be asked
- clarify that pupils should not give out personal information in class but speak to someone they trust after the lesson, e.g. school nurse, teacher, pastoral staff.

If a teacher doesn't know the answer to a question or if a question is not deemed to be appropriate, this should be acknowledged and, if deemed to be appropriate, this may be followed up outside of the classroom environment with individual pupils.

Teaching staff will endeavour to answer questions as openly as possible but if faced with a question they do not feel comfortable answering within the classroom, or is not age-appropriate (or within the school's RSE policy), provision may be made to address the individual child/young person's requirements.

Children may also be signposted back to parents/carers who have ultimate responsibility in talking to their children about sensitive matters. We would also encourage parents to talk with school if they have any questions or queries, and if they would like advice on how to better support their child and continue learning outside of the classroom.

Support from Outside Agencies/visitors

We believe that visitors can add value to the teaching and delivery of RSE because of their expertise; such as a health professional, or a style of learning; such as creative arts and theatre in education. Any visitors who come into school to assist with the delivery of PSHE and RSE will be bound by the policies

of the school. Relevant policies, including this one, will be shared with any visitor prior to coming into school so they are prepared accordingly.

Visitors to school, such as parents, health professionals and members of voluntary organisations, may be invited to plan and contribute to RSE lessons. The PSHE co-ordinator will ensure that the visitors' contributions to lessons are in line with the learning outcomes of the school's RSE programme.

If visitors are invited into the schools to deliver aspects of RSE it must be in the presence of the class teacher to ensure that the schools' code of practice and confidentiality policy are adhered to. A teacher/member of staff will always be present during any lesson/workshop delivered. Teachers are also responsible for ensuring if the visitor presents a partial view of an issue, the opposing view is presented at some point, to provide a balanced perspective.

Monitoring and evaluating RSE

Our aim is to provide RSE that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, we regularly review the RSE curriculum to evaluate its effectiveness and will inform parents of any revisions to the school policy or curriculum as required.

We aim to monitor the effectiveness of our RSE provision through:

- Lesson visits
- Work scrutiny
- Monitoring of planning
- Pupil feedback
- Staff feedback

Teachers will critically reflect on their work in delivering RSE so that they may feedback appropriate information to the subject lead in order to support development of the subject within school.

The subject lead for PSHE/RSE will be responsible for monitoring and evaluation to ensure that content of the programme is effective and impactful.

Working with parents/Parental right to withdraw

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

At Perry Hall MAT, we are committed to working closely with parents to ensure that we create the best possible curriculum for our children, whilst also

supporting parents in the conversations they might have with their children around such topics.

Whilst we believe that all of the content within each of our school's PSHE education curriculum is of the utmost importance and relevance to all pupils, including any additional non-statutory elements, parents have the legal right to request that their child be withdrawn from some or all non-statutory sex education lessons other than that which is delivered via the National Curriculum for Science.

As per the DfE guidance document, there is no parental right of withdrawal from Relationships Education or Health Education content within the school curriculum, or from any Sex Education which forms part of the National Curriculum for Science. These are statutory requirements which the DfE mandates schools to teach; please see the statutory document if further information is required.

We view the partnership of home and school as vital in providing the context around the themes covered to all our children. We will keep parents/carers informed of the RSE programme through publishing an overview of the content of the programme and policy on the school website and by providing further information / resources on request. Parents will be offered the opportunity to discuss the content and delivery of the programme with the subject co-ordinator.

In any of our schools that choose to deliver any non-statutory elements, letters will go to parents prior to these sessions where this right of withdrawal applies to remind parents of this right.

We acknowledge that parents and carers have an especially important role to play in RSE and that they need to feel confident that the schools programme complements and supports their role. If parents wish to request that their child be withdrawn from any non-statutory provision, they should contact the Head and will be invited to a meeting to discuss any concerns and view any appropriate teaching resources. We ask parents to consider the positive contribution that age appropriate RSE can make to keeping pupils safe and preparing them for adulthood.

At the meeting, parents will be encouraged to discuss any queries or concerns which they may have. Should parents then wish to withdraw their child from non-statutory lessons, this request will be recorded, and alternative provision will be made for any children during such sessions so that they are not within class for the duration of the session.

Policy consultation, development and review

This policy has been written in consultation with governors, staff, parents, children & young people and the wider community as representatives of our schools.

As part of the implementation of statutory requirements around Relationships Education, all schools must have in place a written policy for Relationships Education/RSE. Parents must be consulted in developing and reviewing the policy. Schools should ensure that the policy meets the needs of pupils and parents and reflects the community they serve.

At PH MAT, we empower our schools to work with their local communities to ensure that any local policy and practice is reflective of the school's community and best meets the needs of pupils. Any local variations will be included within individual school appendices. This can be achieved by:

- The use of working groups, representative of the school community, to lead on policy development and review
- Pupil voice activities to ensure pupils views are considered
- Staff review – lead by the PSHE/RSE subject lead to capture staff experience
- Governor/Trust board review and agreement
- Information sharing meetings

This policy will be reviewed at least every 2 years to ensure that it continues to meet the needs of pupils, staff and parents and is in line with current DfE guidance.

This MAT wide policy is approved by Chair of Trustees

Individual school appendices are approved by the Local Governing Body

Roles & responsibilities

Governors/Heads/SLT will:

- Oversee all aspects of this policy
- Develop this policy and review it on a regular basis. This policy is developed in consultation with parents, pupils and staff to ensure that it meets the needs of the whole school community.
- Ensure that all staff are given regular and ongoing training on issues relating to RSE
- Ensure that all staff are up to date with related policy changes, and familiar with school policy and guidance relating to relationships and sex education.

- Ensure that our schools are fully compliant in delivering statutory requirements within Relationships Education
- Communicate openly with staff, parents and the governing body to ensure that everyone understands the school policy and curriculum for RSE, and that any concerns or opinions regarding the provision at the school are considered as is appropriate.

Subject lead will:

- Oversee the day-to-day operation of the school's RSE provision
- Contribute to delivering or organisation of training where necessary
- Liaise with outside agencies e.g. school nurse service, visitors etc.
- Ensure that appropriate resources are available for the teaching of RSE
- Develop, review and monitor the teaching of RSE and the school policy as requested by the Head
- Report to governors/SLT on the subject as required

Staff will:

- Engage in professional development training around RSE provision as required
- Ensure that they are up to date with school policy and curriculum requirements regarding RSE
- Tailor their teaching, planning and resources to ensure inclusive provision for all pupils in their class across the whole range of abilities, including those pupils with special educational or additional needs
- Provide regular feedback to the subject lead on their experience of teaching RSE and pupil response and direct any queries or questions about delivery to the subject lead as soon as possible
- Ensure that their personal beliefs and attitudes will not prevent them from providing balanced RSE in line with this school policy
- Inform the appropriate member of staff and follow school procedures around any safeguarding concerns which may arise.

Parents will:

- Share the responsibility of RSE to support their child's personal, social and emotional development.
- Engage with their children to continue learning about matters that have been raised through the subject in school and extend their learning appropriately.
- Engage in any consultation/information around RSE to ensure that our school curriculum best meets the needs of children
- If needed, seek additional support from the school where they feel it is required

This policy will be next reviewed on: July 2021

Signed by Headteacher:

Signed by Governor:

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Local appendices

Appendix 1

PSHE Overview Subject Mapping [2020-2021]



Term	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Theme	Back to School Being Healthy	Anti- Bullying/Getting on With Everyone	Dealing With Feelings	Online relationships & internet safety Money and Me	Keeping Ourselves & Others Safe	Growing Up & Relationships
Reception	Being helpful at home and looking after my classroom Keeping myself safe Safe, indoors and outdoors	Me and my special people I'm special, you're special Caring for our world	All about me What makes me special Who can help me? Same and different families Same and different homes	My feelings 1 and 2 Bouncing back when things go wrong	Kind and caring 1 and 2 Looking after my special people Looking after my friends	What's safe to go on my body Keeping safe online Healthy eating 1 and 2 A good night's sleep
Y1	Why we have classroom rules <ul style="list-style-type: none"> Understand that classroom rules help everyone to learn and be safe; Explain their classroom rules and be able to contribute to making these. 	Good friends <ul style="list-style-type: none"> Identify simple qualities of friendship; Suggest simple strategies for making up. How are you listening <ul style="list-style-type: none"> Demonstrat 	Thinking about feelings <ul style="list-style-type: none"> Recognise how others might be feeling by reading body language/facial expressions; Understand and explain how our emotions can give a physical 	Harold's Money <ul style="list-style-type: none"> Explain where people get money from; List some of the things that money may be spent on in a family home. How should we look after our money	What could Harold do? <ul style="list-style-type: none"> Understand that medicines can sometimes make people feel better when they're ill; Explain simple issues of safety and 	Our special people balloons <ul style="list-style-type: none"> Recognise that they belong to various groups and communities such as their family; Explain how these people help us and we

	<p>Harold's school rules</p> <ul style="list-style-type: none"> • Explain some of their school rules and how those rules help to keep everybody safe. 	<p>e attentive listening skills;</p> <ul style="list-style-type: none"> • Suggest simple strategies for resolving conflict situations; • Give and receive positive feedback, and experience how this makes them feel 	<p>reaction in our body (e.g. butterflies in the tummy etc.)</p> <p>Our feelings</p> <ul style="list-style-type: none"> • Identify a range of feelings; • Identify how feelings might make us behave: • Suggest strategies for someone experiencing 'not so good' feelings to manage these. 	<ul style="list-style-type: none"> • Recognise that different notes and coins have different monetary value; • Explain the importance of keeping money safe; • Identify safe places to keep money; • Understand the concept of 'saving money' (i.e. by keeping it in a safe place and adding to it). 	<p>responsibility about medicines and their use.</p> <p>Basic First aid</p> <ul style="list-style-type: none"> • How to make a clear and efficient call to emergency services if necessary. 	<p>can also help them to help us.</p> <p>Same or different</p> <ul style="list-style-type: none"> • Identify the differences and similarities between people; • Empathise with those who are different from them; • Begin to appreciate the positive aspects of these differences. 	
	<p>Around and about the school environment</p> <ul style="list-style-type: none"> • Identify what they like about the school environment; • Recognise who cares for and looks after the school environment. 	<p>Unkind, tease or bully</p> <ul style="list-style-type: none"> • Explain the difference between unkindness, teasing and bullying; • Understand that bullying is usually quite rare. 	<p>Feelings and bodies</p> <ul style="list-style-type: none"> • Recognise that people's bodies and feelings can be hurt; • Suggest ways of dealing 	<p>Harold learns to ride his bike</p> <ul style="list-style-type: none"> • Recognise that learning a new skill requires practice and the opportunity to 			<p>Who are our special people</p> <ul style="list-style-type: none"> • Identify some of the people who are special to them; • Recognise and name some
	<p>Healthy me</p> <ul style="list-style-type: none"> • Understand that the body 	<p>It's not fair</p>					

	<p>gets energy from food, water and air (oxygen);</p> <ul style="list-style-type: none"> Recognise that exercise and sleep are important parts of a healthy lifestyle 	<ul style="list-style-type: none"> Recognise and explain what is fair and unfair, kind and unkind; Suggest ways they can show kindness to others. 	<p>with different kinds of hurt.</p> <p>Who can help 1</p> <ul style="list-style-type: none"> Recognise emotions and physical feelings associated with feeling unsafe; Identify people who can help them when they feel unsafe. 	<p>fail, safely;</p> <ul style="list-style-type: none"> Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges. 	<p>of the qualities that make a person special to them.</p>	
	<p>I can eat a rainbow</p> <ul style="list-style-type: none"> Recognise the importance of fruit and vegetables in their daily diet; Know that eating at least five portions of vegetables and fruit a day helps to maintain health. 	<p>Pass on the praise</p> <ul style="list-style-type: none"> Demonstrate attentive listening skills; Suggest simple strategies for resolving conflict situations; Give and receive positive feedback, and experience how this makes them feel. 	<p>Harold loses Geoffrey</p> <ul style="list-style-type: none"> Recognise the range of feelings that are associated with loss. 	<p>Taking care of something</p> <ul style="list-style-type: none"> Demonstrate responsibility in looking after something (e.g. a class pet or plant); Explain the importance of looking after things that belong to themselves or to others. 	<p>Harold's wash and brush up</p> <ul style="list-style-type: none"> Recognise the importance of regular hygiene routines; Sequence personal hygiene routines into a logical order. 	<p>Inside my wonderful body</p> <ul style="list-style-type: none"> Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); Understand and explain the
	<p>Eat well</p> <ul style="list-style-type: none"> Recognise that they may have different 	<p>Harold has a bad</p>				

	<p>tastes in food to others;</p> <ul style="list-style-type: none"> Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch; Recognise which foods we need to eat more of and which we need to eat less of to be healthy. <p>Catch it, Bin it, Kill it</p> <ul style="list-style-type: none"> Understand how diseases can spread; Recognise and use simple strategies for preventing the spread of diseases. <p>Super sleep</p>	<p>day</p> <ul style="list-style-type: none"> Recognise how a person's behaviour (including their own) can affect other people. <p>Who can help 2</p> <ul style="list-style-type: none"> Explain the difference between teasing and bullying; Give examples of what they can do if they experience or witness bullying; Say who they could get help from in a bullying situation. <p>Surprise and secrets</p>			<p>simple bodily processes associated with them.</p> <p>Taking care of a baby</p> <ul style="list-style-type: none"> Understand some of the tasks required to look after a baby; Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding. <p>Then and Now</p> <ul style="list-style-type: none"> Identify things they could do as a baby, a toddler and can do
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	<ul style="list-style-type: none"> Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; Identify simple bedtime routines that promote healthy sleep. 	<ul style="list-style-type: none"> Explain the difference between a secret and a nice surprise; Identify situations as being secrets or surprises; Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep. 				<p>now;</p> <ul style="list-style-type: none"> Identify the people who help/helped them at those different stages.
<p>Y2</p>	<p>Our ideal classroom 1</p> <ul style="list-style-type: none"> Suggest actions that will contribute positively to the life of the classroom; Make and 	<p>Bullying or teasing?</p> <ul style="list-style-type: none"> Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference 	<p>How are you feeling today?</p> <ul style="list-style-type: none"> Use a range of words to describe feelings; Recognise that people have different 	<p>Harold saves for something special</p> <ul style="list-style-type: none"> Understand that people have choices about what they do with their money; Know that 	<p>Harold's picnic</p> <ul style="list-style-type: none"> Understand that medicines can sometimes make people feel better when they're ill; Give 	<p>What makes us who we are</p> <ul style="list-style-type: none"> Identify some of the physical and non-physical differences and similarities between

	<p>undertake pledges based on those actions.</p> <p>Our ideal classroom 2</p> <ul style="list-style-type: none"> Take part in creating and agreeing classroom rules. <p>How can we look after our environment</p> <ul style="list-style-type: none"> Identify what they like about the school environment; Identify any problems with the school environment (e.g. things needing repair); Make suggestions for 	<p>between the two;</p> <ul style="list-style-type: none"> Identify situations as to whether they are incidents of teasing or bullying. <p>Don't do that!</p> <ul style="list-style-type: none"> Understand and describe strategies for dealing with bullying; Rehearse and demonstrate some of these strategies. <p>Types of bullying</p> <ul style="list-style-type: none"> Explain the difference between bullying and isolated unkind behaviour; Recognise 	<p>ways of expressing their feelings;</p> <ul style="list-style-type: none"> Identify helpful ways of responding to other's feelings. <p>Let's all be happy!</p> <ul style="list-style-type: none"> Recognise, name and understand how to deal with feelings (e.g. anger, loneliness); Explain where someone could get help if they were being upset by someone else's behaviour. <p>When someone is feeling left out</p> <ul style="list-style-type: none"> Explain how it feels to be part of a group; 	<p>money can be saved for a use at a future time;</p> <ul style="list-style-type: none"> Explain how they might feel when they spend money on different things. <p>Harold goes camping</p> <ul style="list-style-type: none"> Recognise that money can be spent on items which are essential or non-essential; Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this. 	<p>examples of some of the things that a person can do to feel better without use of medicines, if they are unwell;</p> <ul style="list-style-type: none"> Explain simple issues of safety and responsibility about medicines and their use. <p>How safe would you feel?</p> <ul style="list-style-type: none"> Identify situations in which they would feel safe or unsafe; Suggest actions for dealing with unsafe situations including who they could ask 	<p>people;</p> <ul style="list-style-type: none"> Know and use words and phrases that show respect for other people. <p>I don't like that</p> <ul style="list-style-type: none"> Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; Identify the types of touch they like and do not like; Identify who they can talk to if someone touches them in a way that makes them
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	<p>improving the school environment;</p> <ul style="list-style-type: none"> Recognise that they all have a responsibility for helping to look after the school environment. 	<p>that that there are different types of bullying and unkind behaviour;</p> <ul style="list-style-type: none"> Understand that bullying and unkind behaviour are both unacceptable ways of behaving. 	<ul style="list-style-type: none"> Explain how it feels to be left out from a group; Identify groups they are part of; Suggest and use strategies for helping someone who is feeling left out. 		<p>for help.</p> <p>What should Harold say?</p> <ul style="list-style-type: none"> Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe. 	<p>feel uncomfortable.</p> <p>Some secrets should never be kept</p> <ul style="list-style-type: none"> Identify how inappropriate touch can make someone feel; Understand that there are unsafe secrets and secrets that are nice surprises; Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.
	<p>My day</p> <ul style="list-style-type: none"> Understand and give examples of things they can choose themselves and things that others choose for them; Explain things that they like and dislike, and understand that they have choices about these things; Understand and explain that 	<p>Being a good friend</p> <ul style="list-style-type: none"> Recognise that friendship is a special kind of relationship; Identify some of the ways that good friends care for each other. <p>How do we make others feel?</p> <ul style="list-style-type: none"> Recognise 	<p>When I feel like erupting</p> <ul style="list-style-type: none"> Explain, and be able to use, strategies for dealing with impulsive behaviour. <p>You can do it</p> <ul style="list-style-type: none"> Explain the stages of the learning line showing an understanding 		<p>Feeling safe</p> <ul style="list-style-type: none"> Identify special people in the school and community who can help to keep them safe; Know how to ask for help. <p>Basic first aid</p>	<p>Haven't you grown</p>

	<p>some choices can be either healthy or unhealthy and can make a difference to their own health.</p> <p>Harold's postcard</p> <ul style="list-style-type: none"> • Explain how germs can be spread; • Describe simple hygiene routines such as hand washing; • Understand that vaccinations can help to prevent certain illnesses. 	<p>and explain how a person's behaviour can affect other people.</p> <p>My special people</p> <ul style="list-style-type: none"> • Identify people who are special to them; • Explain some of the ways those people are special to them. <p>An act of kindness</p> <ul style="list-style-type: none"> • Recognise and describe acts of kindness and unkindness; • Explain how these impact on other people's feelings; • Suggest kind words and 	<p>of the learning process;</p> <ul style="list-style-type: none"> • Help themselves and others develop a positive attitude that support their wellbeing; • Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning. <p>A helping hand</p> <ul style="list-style-type: none"> • Demonstrate simple ways of giving positive feedback to others. <p>Sam moves away</p>	<ul style="list-style-type: none"> • How to make a clear and efficient call to emergency services if necessary. 	<ul style="list-style-type: none"> • Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); • Understand and describe some of the things that people are capable of at these different stages. <p>Keep myself safe NSPCC Pants (Year 1 unit)</p>
	<p>Harold's bathroom</p> <ul style="list-style-type: none"> • Explain the importance of good dental 				

	<p>hygiene;</p> <ul style="list-style-type: none"> Describe simple dental hygiene routines. <p>My body needs...</p> <ul style="list-style-type: none"> Understand that the body gets energy from food, water and oxygen; Recognise that exercise and sleep are important to health <p>What does my body do?</p> <ul style="list-style-type: none"> Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); 	<p>actions they can show to others;</p> <ul style="list-style-type: none"> Show acts of kindness to others in school. <p>Solve the problem</p> <ul style="list-style-type: none"> Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted); Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive 	<ul style="list-style-type: none"> Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to. 			
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	<ul style="list-style-type: none"> Describe how food, water and air get into the body and blood. 	<p>relationships.</p> <p>Getting on with others</p> <p>Describe and record strategies for getting on with others in the classroom.</p>				
Term	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Theme	Back to School Being Healthy	Anti-Bullying/Getting on With Everyone	Dealing With Feelings	Online relationships & internet safety Money and Me	Keeping Ourselves & Others Safe	Growing Up & Relationships
Y3	<p>As a rule</p> <ul style="list-style-type: none"> explain why we have rules; explore why rules are different for different age groups, in particular for internet-based activities; 	<p>Tangram team challenge</p> <ul style="list-style-type: none"> Define and demonstrate cooperation and collaboration; Identify the different skills that people can bring to a group task; Demonstrate how working 	<p>My special pet</p> <ul style="list-style-type: none"> Explain some of the feelings someone might have when they lose something important to them; Understand that these feelings are normal and a 	<p>Super searcher</p> <ul style="list-style-type: none"> Evaluate the validity of statements relating to online safety; Recognise potential risks associated with browsing online; Give examples of 	<p>Safe or unsafe</p> <ul style="list-style-type: none"> Identify situations which are safe or unsafe; Identify people who can help if a situation is unsafe; Suggest strategies for 	<p>Looking after our special people</p> <ul style="list-style-type: none"> Identify people who they have a special relationship with; Suggest strategies for maintaining a positive relationship with their

	<p>uggest appropriate rules for a range of settings;</p> <ul style="list-style-type: none"> • Consider the possible consequences of breaking the rules. <p>My community</p> <ul style="list-style-type: none"> • Define the term 'community'; • Identify the different communities that they belong to; • Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing. 	<p>together in a collaborative manner can help everyone to achieve success.</p> <p>How can we solve this problem?</p> <ul style="list-style-type: none"> • Rehearse and demonstrate simple strategies for resolving given conflict situations. <p>Dan's dare</p> <ul style="list-style-type: none"> • Explain what a dare is; • Understand that no-one has the right to force them to do a dare; • Suggest strategies to use if they are ever made to feel 	<p>way of dealing with the situation.</p> <p>I am fantastic</p> <ul style="list-style-type: none"> • Identify their achievements and areas of development; • Recognise that people may say kind things to help us feel good about ourselves; • Explain why some groups of people are not represented as much on television/in the media. <p>Getting on with your nerves</p> <ul style="list-style-type: none"> • Demonstrate how working together in a 	<p>strategies for safe browsing online.</p> <p>None of your business</p> <ul style="list-style-type: none"> • Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; • Recognise and describe appropriate behaviour online as well as offline; • Identify what constitutes personal information and when it is not appropriate or safe to share this; 	<p>keeping safe.</p> <p>Danger or risk</p> <ul style="list-style-type: none"> • Define the words danger and risk and explain the difference between the two; • Demonstrate strategies for dealing with a risky situation. <p>The risk robot</p> <ul style="list-style-type: none"> • Identify risk factors in given situations; • Suggest ways of reducing or managing those risks. <p>Alcohol and cigarettes, the facts</p> <ul style="list-style-type: none"> • Identify 	<p>special people.</p> <p>Our friends and neighbours</p> <ul style="list-style-type: none"> • Explain that people living in the UK have different origins; • Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; • Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together. <p>Body team work</p>
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	<p>Respect and challenge</p> <ul style="list-style-type: none"> • Reflect on listening skills; • Give examples of respectful language; • Give examples of how to challenge another's viewpoint, respectfully. <p>Our helpful volunteers</p> <ul style="list-style-type: none"> • Define what a volunteer is; • Identify people who are volunteers in the school community; • Recognise some of the reasons why people 	<p>uncomfortable or unsafe by someone asking them to do a dare.</p> <p>Thinks</p> <ul style="list-style-type: none"> • Express opinions and listen to those of others; • Consider others' points of view; • Practise explaining the thinking behind their ideas and opinions. <p>Friends are special</p> <ul style="list-style-type: none"> • Identify qualities of friendship; • Suggest reasons why friends sometimes fall out; 	<p>collaborative manner can help everyone to achieve success;</p> <ul style="list-style-type: none"> • Understand and explain how the brain sends and receives messages through the nerves. <p>Top talents</p> <ul style="list-style-type: none"> • Explain some of the different talents and skills that people have and how skills are developed; • Recognise their own skills and those of other children in the class. 	<ul style="list-style-type: none"> • Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs. <p>Recount task</p> <ul style="list-style-type: none"> • Understand the difference between 'fact' and 'opinion'; • Understand how an event can be perceived from different viewpoints; • Plan, draft and publish a recount using the appropriate language. <p>Can Harold afford it?</p>	<p>some key risks from and effects of cigarettes and alcohol;</p> <ul style="list-style-type: none"> • Know that most people choose not to smoke cigarettes; (Social Norms message) • Define the word 'drug' and understand that nicotine and alcohol are both drugs. <p>Raisin challenge 1</p> <ul style="list-style-type: none"> • Demonstrate strategies for assessing risks; • Understand and explain decision-making skills; • Understand where to get help from when making 	<ul style="list-style-type: none"> • Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain); • Describe how food, water and air get into the body and blood. <p>Relationships tree</p> <ul style="list-style-type: none"> • Identify different types of relationships; • Recognise who they have positive healthy relationships with. <p>Body space</p> <ul style="list-style-type: none"> • Understand what is meant by the term
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	<p>volunteer, including mental health and wellbeing benefits to those who volunteer.</p> <p>Harold's environment project</p> <ul style="list-style-type: none"> Define what is meant by the environment; Evaluate and explain different methods of looking after the school environment; Devise methods of promoting their priority method. <p>Derek cooks dinner(healthy eating)</p>	<ul style="list-style-type: none"> Rehearse and use, now or in the future, skills for making up again. <p>Let's celebrate our differences</p> <ul style="list-style-type: none"> Recognise the factors that make people similar to and different from each other; Recognise that repeated name calling is a form of bullying; Suggest strategies for dealing with name calling (including talking to a trusted adult). <p>Zeb</p> <ul style="list-style-type: none"> Understand 		<ul style="list-style-type: none"> Understand the terms 'income', 'saving' and 'spending'; Recognise that there are times we can buy items we want and times when we need to save for items; Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.) <p>Earning money</p> <ul style="list-style-type: none"> Explain that people earn their income through their jobs; Understand 	<p>decisions.</p> <p>Help or harm</p> <p>Understand that medicines are drugs and suggest ways that they can be helpful or harmful.</p> <p>Basic first aid</p> <ul style="list-style-type: none"> Concepts of basic first-aid, for example dealing with common injuries, including head injuries. <p>Helping each other to stay safe</p> <ul style="list-style-type: none"> Identify key people who are responsible for them to stay safe and healthy; 	<p>body space (or personal space);</p> <ul style="list-style-type: none"> Identify when it is appropriate or inappropriate to allow someone into their body space; Rehearse strategies for when someone is inappropriately in their body space. <p>Growing and Changing (Year 2 unit).</p> <p>You can do it!</p> <ul style="list-style-type: none"> Explain the stages of the learning line showing an understanding of the learning process; Help
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	<ul style="list-style-type: none"> • Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body; • Explain what is meant by the term 'balanced diet'; • Give examples what foods might make up a healthy balanced meal. <p>Poorly Harold</p> <ul style="list-style-type: none"> • Explain how some infectious illnesses are spread from one person to another; • Explain how simple hygiene routines can 	<p>and explain some of the reasons why different people are bullied;</p> <ul style="list-style-type: none"> • Explore why people have prejudiced views and understand what this is. 		<p>that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)</p> <ul style="list-style-type: none"> • Suggest ways they can help these people. 	<p>themselves and others develop a positive attitude that support their wellbeing;</p> <ul style="list-style-type: none"> • Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning. <p>Sam moves away</p> <ul style="list-style-type: none"> • Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.
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	<p>help to reduce the risk of the spread of infectious illnesses;</p> <ul style="list-style-type: none"> • Suggest medical and non-medical ways of treating an illness. <p>For or against</p> <ul style="list-style-type: none"> • Develop skills in discussion and debating an issue; • Demonstrate their understanding of health and wellbeing issues that are relevant to them; • Empathise with different viewpoints; • Make recommendations, based on 					<p>Haven't you grown!</p> <ul style="list-style-type: none"> • Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); • Understand and describe some of the things that people are capable of at these different stages. <p>My body, your body</p> <ul style="list-style-type: none"> • Identify which parts of the human body are private; • Explain that a person's genitals help them to make babies when they are grown up; • Understand that humans mostly have the
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	their research.					same body parts but that they can look different from person to person.
Y4	<p>It's your right</p> <ul style="list-style-type: none"> Understand that humans have rights and also responsibilities; Identify some rights and also responsibilities that come with these. <p>How do we make a difference?</p> <ul style="list-style-type: none"> Understand the reason we have rules; Suggest and engage with ways that they can contribute to the decision- 	<p>Ok or not ok part 1</p> <ul style="list-style-type: none"> Explain what we mean by a 'positive, healthy relationship'; Describe some of the qualities that they admire in others. <p>Ok or not ok part 2</p> <ul style="list-style-type: none"> Recognise that there are times when they might need to say 'no' to a friend; Describe appropriate assertive strategies for 	<p>An email from Harold</p> <ul style="list-style-type: none"> Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; Explain how different words can express the intensity of feelings. <p>Different feelings</p> <ul style="list-style-type: none"> Identify a wide range of feelings; Recognise that different people can have different 	<p>Picture wise</p> <ul style="list-style-type: none"> Identify images that are safe/unsafe to share online; Know and explain strategies for safe online sharing; Understand and explain the implications of sharing images online without consent. <p>In the news</p> <ul style="list-style-type: none"> Define the word <i>influence</i>; Recognise that reports in the media can 	<p>Danger, risk or hazard?</p> <ul style="list-style-type: none"> Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; Identify situations which are either dangerous, risky or hazardous; Suggest simple strategies for managing risk. <p>Medicines check the label.</p> <ul style="list-style-type: none"> Understand that medicines 	<p>My feelings are all over the place</p> <ul style="list-style-type: none"> Name some positive and negative feelings; Understand how the onset of puberty can have emotional as well as physical impact Suggest reasons why young people sometimes fall out with their parents; Take part in a role play practising how to compromise. <p>Secret or surprise</p>

	<p>making process in school (e.g. through pupil voice/school council);</p> <ul style="list-style-type: none"> Recognise that everyone can make a difference within a democratic process. <p>My school community</p> <ul style="list-style-type: none"> Define what is meant by the word 'community'; Suggest ways in which different people support the school community; Identify qualities and attributes of people who support the school 	<p>saying 'no' to a friend.</p> <p>Human machines</p> <ul style="list-style-type: none"> Demonstrate strategies for working on a collaborative task; Define successful qualities of teamwork and collaboration. <p>Under pressure</p> <ul style="list-style-type: none"> Give examples of strategies to respond to being bullied, including what people can do and say; Understand and give examples of who or where pressure to 	<p>feelings in the same situation;</p> <ul style="list-style-type: none"> Explain how feelings can be linked to physical state. <p>When feelings change</p> <ul style="list-style-type: none"> Demonstrate a range of feelings through their facial expressions and body language; Recognise that their feelings might change towards someone or something once they have further information. <p>The people we share our world with</p> <ul style="list-style-type: none"> List some of 	<p>influence the way they think about a topic;</p> <ul style="list-style-type: none"> Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner. <p>Harold's expenses</p> <ul style="list-style-type: none"> Define the terms 'income' and 'expenditure'; List some of the items and services of expenditure in the school and in the home; Prioritise items of expenditure in the home from most essential to least 	<p>are drugs;</p> <ul style="list-style-type: none"> Explain safety issues for medicine use; Suggest alternatives to taking a medicine when unwell; Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines). <p>Know the norms</p> <ul style="list-style-type: none"> Understand some of the key risks and effects of smoking and drinking alcohol; Understand that increasing numbers of young people are choosing not to smoke and 	<ul style="list-style-type: none"> Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; Recognise how different surprises and secrets might make them feel; Know who they could ask for help if a secret made them feel uncomfortable or unsafe. <p>My special pet (Year 3 Unit)</p> <ul style="list-style-type: none"> Explain some of the feelings someone might have when they lose something important to them;
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	<p>community.</p> <p>Harold's seven r's</p> <ul style="list-style-type: none"> Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs); Suggest ways the Seven Rs recycling methods can be applied to different scenarios. <p>Logo quiz</p> <ul style="list-style-type: none"> Understand some of the ways that various national and international environmental organisations 	<p>behave in an unhealthy, unacceptable or risky way might come from.</p> <p>How dare you!</p> <ul style="list-style-type: none"> Define what is meant by the word 'dare'; Identify from given scenarios which are dares and which are not; Suggest strategies for managing dares. <p>Can you sort it?</p> <ul style="list-style-type: none"> Define the terms 'negotiation' and 'compromise'; Understand the need to manage conflict or differences 	<p>the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals);</p> <ul style="list-style-type: none"> Define the word <i>respect</i> and demonstrate ways of showing respect to others' differences. <p>That is such a stereotype</p> <ul style="list-style-type: none"> Understand and identify stereotypes, including those promoted in the media. <p>What makes me ME</p> <ul style="list-style-type: none"> Identify ways in which 	<p>essential.</p> <p>Why pay taxes</p> <ul style="list-style-type: none"> Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'; Understand how a payslip is laid out showing both pay and deductions; Prioritise public services from most essential to least essential. 	<p>that not all people drink alcohol (Social Norms theory).</p> <p>Keeping ourselves safe</p> <ul style="list-style-type: none"> Describe stages of identifying and managing risk; Suggest people they can ask for help in managing risk. <p>Raisin challenge 2</p> <ul style="list-style-type: none"> Understand that we can be influenced both positively and negatively; Give examples of some of the consequences of behaving in an unacceptable, unhealthy or 	<ul style="list-style-type: none"> Understand that these feelings are normal and a way of dealing with the situation. <p>Top talents</p> <ul style="list-style-type: none"> Explain some of the different talents and skills that people have and how skills are developed; Recognise their own skills and those of other children in the class. <p>I am fantastic!</p> <ul style="list-style-type: none"> Identify their achievements and areas of development; Recognise that people
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	<p>work to help take care of the environment;</p> <ul style="list-style-type: none"> • Understand and explain the value of this work. <p>SCARF hotel</p> <ul style="list-style-type: none"> • Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health; • Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate). 	<p>and suggest ways of doing this, through negotiation and compromise.</p> <p>Islands</p> <ul style="list-style-type: none"> • Understand that they have the right to protect their personal body space; • Recognise how others' non-verbal signals indicate how they feel when people are close to their body space; • Suggest people they can talk to if they feel uncomfortable with other people's actions towards them. 	<p>everyone is unique;</p> <ul style="list-style-type: none"> • Appreciate their own uniqueness; • Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. <p>Making choices</p> <ul style="list-style-type: none"> • Give examples of choices they make for themselves and choices others make for them; • Recognise that there are times when they will make the same choices as their friends and times when they will choose 		<p>risky way.</p> <p>Who helps us keep healthy and safe?</p> <ul style="list-style-type: none"> • Explain how different people in the school and local community help them stay healthy and safe; • Define what is meant by 'being responsible'; • Describe the various responsibilities of those who help them stay healthy and safe; • Suggest ways they can help the people who keep them healthy and safe. 	<p>may say kind things to help us feel good about ourselves;</p> <ul style="list-style-type: none"> • Explain why some groups of people are not represented as much on television/in the media. <p>My changing body (School nurse)</p> <ul style="list-style-type: none"> • Recognise that babies come from the joining of an egg and sperm; • Explain what happens when an egg doesn't meet a sperm; • Understand that for girls, periods are a normal part of
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	<p>Friend or acquaintance?</p> <ul style="list-style-type: none"> Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances); Give examples of features of these different types of relationships, including how they influence what is shared. <p>What would I do?</p> <ul style="list-style-type: none"> List some of the ways that people are different to each other (including differences of 	<p>differently.</p> <p>Moving house</p> <ul style="list-style-type: none"> Describe some of the changes that happen to people during their lives; Explain how the Learning Line can be used as a tool to help them manage change more easily; Suggest people who may be able to help them deal with change. 	<p>Basic first aid</p> <ul style="list-style-type: none"> Concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	<p>puberty.</p> <p>Period positive (School Nurse) Girls</p> <ul style="list-style-type: none"> Know the key facts of the menstrual cycle; Understand that periods are a normal part of puberty for girls; Identify some of the ways to cope better with periods.
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		<p>race, gender, religion);</p> <ul style="list-style-type: none"> • Recognise potential consequences of aggressive behaviour; • Suggest strategies for dealing with someone who is behaving aggressively. <p>Safety in numbers</p> <ul style="list-style-type: none"> • Explain the role of the bystander and how it can influence bullying or other anti-social behaviour; • Recognise that they can play a role in influencing outcomes of situations by 				
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		their actions.				
Y5	<p>Rights, responsibilities and duties</p> <ul style="list-style-type: none"> Define the differences between responsibilities, rights and duties; Discuss what can make them difficult to follow; Identify the impact on individuals and the wider community if responsibilities are not carried out. <p>My school community</p> <ul style="list-style-type: none"> State what is meant by 	<p>Collaboration challenge</p> <ul style="list-style-type: none"> Explain what collaboration means; Give examples of how they have worked collaboratively; Describe the attributes needed to work collaboratively. <p>Give and take</p> <ul style="list-style-type: none"> Explain what is meant by the terms negotiation and compromise; Describe strategies for resolving difficult issues or 	<p>Our emotional needs</p> <ul style="list-style-type: none"> Recognise basic emotional needs, understand that they change according to circumstance; Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks <p>It could happen to anyone</p> <ul style="list-style-type: none"> Identify the consequences of 	<p>Communication</p> <ul style="list-style-type: none"> Understand that online communication can be misinterpreted; Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face. <p>Spot bullying</p> <ul style="list-style-type: none"> Demonstrate strategies to deal with both face-to-face and online bullying; Demonstrate strategies and skills for supporting 	<p>Thinking about habit</p> <ul style="list-style-type: none"> Explain what a habit is, giving examples; Describe why and how a habit can be hard to change. <p>Jay's dilemma</p> <ul style="list-style-type: none"> Recognise that there are positive and negative risks; Explain how to weigh up risk factors when making a decision; Describe some of the possible outcomes of taking a risk. 	<p>How are they feeling?</p> <ul style="list-style-type: none"> Use a range of words and phrases to describe the intensity of different feelings Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; Explain strategies they can use to build resilience. <p>Taking notice of our feelings</p> <ul style="list-style-type: none"> Identify people who can be trusted;

	<p>community;</p> <ul style="list-style-type: none"> • Explain what being part of a school community means to them; • Suggest ways of improving the school community. <p>Mo makes a difference</p> <ul style="list-style-type: none"> • Explain what we mean by the terms voluntary, community and pressure (action) group; • Give examples of voluntary groups, the kind of work they do and its value. <p>Local councils</p>	<p>situations.</p> <p>How good a friend are you?</p> <ul style="list-style-type: none"> • Demonstrate how to respond to a wide range of feelings in others; • Give examples of some key qualities of friendship; • Reflect on their own friendship qualities. <p>Relationships cake recipe</p> <ul style="list-style-type: none"> • Identify what things make a relationship unhealthy; • Identify who they could 	<p>positive and negative behaviour on themselves and others;</p> <ul style="list-style-type: none"> • Give examples of how individual/group actions can impact on others in a positive or negative way. <p>Ella's diary dilemma</p> <ul style="list-style-type: none"> • Define what is meant by a dare; • Explain why someone might give a dare; • Suggest ways of standing up to someone who gives a dare. <p>Different skills</p>	<p>others who are bullied;</p> <ul style="list-style-type: none"> • Recognise and describe the difference between online and face-to-face bullying. <p>Play, like, share</p> <ul style="list-style-type: none"> • Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private; • Recognise that people aren't always who they appear to be online and explain risks of being friends online with a 	<p>Decision dilemmas</p> <ul style="list-style-type: none"> • Recognise which situations are risky; • Explore and share their views about decision making when faced with a risky situation; • Suggest what someone should do when faced with a risky situation. <p>Drugs, true or false</p> <ul style="list-style-type: none"> • Understand some of the complexities of categorising drugs; • Know that all medicines are drugs but not all drugs are medicines; • Understand ways in which 	<ul style="list-style-type: none"> • Understand what kinds of touch are acceptable or unacceptable; • Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch. <p>Growing up and changing bodies</p> <ul style="list-style-type: none"> • Identify some products that they may need during puberty and why; • Know what menstruation is and why it happens.
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	<ul style="list-style-type: none"> Explain some of the areas that local councils have responsibility for; Understand that local councillors are elected to represent their local community. <p>Independence and responsibility</p> <ul style="list-style-type: none"> Identify people who are responsible for helping them stay healthy and safe; Identify ways that they can help these people. <p>What's the story?</p>	<p>talk to if they needed help.</p> <p>Being assertive</p> <ul style="list-style-type: none"> Identify characteristics of passive, aggressive and assertive behaviours; Understand and rehearse assertiveness skills <p>Qualities of friendship</p> <ul style="list-style-type: none"> Define some key qualities of friendship; Describe ways of making a friendship last; Explain why friendships sometimes end. 	<ul style="list-style-type: none"> Identify their own strengths and talents; Identify areas that need improvement and describe strategies for achieving those improvements. <p>Star qualities</p> <ul style="list-style-type: none"> Describe 'star' qualities of celebrities as portrayed by the media; Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; Describe 'star' qualities 	<p>person they have not met face-to-face;</p> <ul style="list-style-type: none"> Know how to protect personal information online; Recognise disrespectful behaviour online and know how to respond to it. <p>Fact or opinion</p> <ul style="list-style-type: none"> Understand the difference between a fact and an opinion; Understand what biased reporting is and the need to think critically about things we read. <p>Spending wisely</p>	<p>medicines can be helpful or harmful and used safely or unsafely.</p> <p>Smoking, what is normal?</p> <ul style="list-style-type: none"> Understand the actual norms around smoking and the reasons for common misperceptions of these. <p>Would you risk it?</p> <ul style="list-style-type: none"> Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks; 	<p>Help! I'm a teenager, get me out of here</p> <ul style="list-style-type: none"> Recognise how our body feels when we're relaxed; List some of the ways our body feels when it is nervous or sad; Describe and/or demonstrate how to be resilient in order to find someone who will listen to you. <p>Dear Ash</p> <ul style="list-style-type: none"> Explain the difference between a safe and an unsafe secret; Identify situations where
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	<ul style="list-style-type: none"> Identify, write and discuss issues currently in the media concerning health and wellbeing; Express their opinions on an issue concerning health and wellbeing; Make recommendations on an issue concerning health and wellbeing. <p>Getting fit</p> <ul style="list-style-type: none"> Know two harmful effects each of smoking/drinking alcohol. Explain the importance of 	<p>Kind conversations</p> <ul style="list-style-type: none"> Rehearse active listening skills; Demonstrate respectfulness in responding to others; Respond appropriately to others. <p>Happy being me</p> <ul style="list-style-type: none"> Develop an understanding of discrimination and its injustice, and describe this using examples; Empathise with people who have been, and currently are, subjected to injustice, including through racism; Consider 	<p>that 'ordinary' people have.</p> <p>Dear Hetty</p> <ul style="list-style-type: none"> Explain how someone might feel when they are separated from someone or something they like; Suggest ways to help someone who is separated from someone or something they like. 	<ul style="list-style-type: none"> State the costs involved in producing and selling an item; Suggest questions a consumer should ask before buying a product. <p>Lend us a fiver</p> <ul style="list-style-type: none"> Define the terms loan, credit, debt and interest; Suggest advice for a range of situations involving personal finance. 	<ul style="list-style-type: none"> Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these. <p>Basic first aid</p> <ul style="list-style-type: none"> Concepts of basic first aid, for example dealing with common injuries, including head injuries. 	<p>someone might need to break a confidence in order to keep someone safe.</p> <p>Puberty lessons delivered by the school nurse</p>
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	<p>food, water and oxygen, sleep and exercise for the human body and its health.</p> <ul style="list-style-type: none"> • Understand the actual norms around smoking and the reasons for common misperceptions of these. <p>It all adds up</p> <ul style="list-style-type: none"> • Know the basic functions of the four systems covered and know they are inter-related. • Explain the function of at least one internal organ. • Understand the importance of food, water and oxygen, sleep and 	<p>how discriminatory behaviour can be challenged.</p> <p>The land of the red people</p> <ul style="list-style-type: none"> • Identify and describe the different groups that make up their school/wider community/other parts of the UK; • Describe the benefits of living in a diverse society; • Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. 				
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	exercise for the human body and its health.					
Y6	<p>Democracy in Britain 1 –Elections Democracy in Britain 2 –How laws are made</p> <p>Five ways to wellbeing project</p> <ul style="list-style-type: none"> Explain what the five ways to wellbeing are; Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives. <p>Our</p>	<p>Working together</p> <ul style="list-style-type: none"> Demonstrate a collaborative approach to a task; Describe and implement the skills needed to do this. <p>Let's negotiate</p> <ul style="list-style-type: none"> Explain what is meant by the terms 'negotiation' and 'compromise'; Suggest positive strategies for negotiating and compromising within a collaborative 	<p>Acting appropriately</p> <ul style="list-style-type: none"> Recognise that some types of physical contact can produce strong negative feelings; Know that some inappropriate touch is also illegal. <p>Joe's story, part 1</p> <ul style="list-style-type: none"> Understand that all humans have basic emotional needs and explain some of the ways these needs can be 	<p>It's a puzzle</p> <ul style="list-style-type: none"> Identify strategies for keeping personal information safe online; Describe safe and respectful behaviours when using communication technology. <p>Think before you click</p> <ul style="list-style-type: none"> Accept that responsible and respectful behaviour is necessary when interacting with others online 	<p>Rat park</p> <ul style="list-style-type: none"> Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour; Understand that all humans have basic emotional needs and explain some of the ways these needs can be met. <p>What sort of drug is...?</p> <ul style="list-style-type: none"> Explain how drugs can be 	<p>Don't force me</p> <ul style="list-style-type: none"> Describe ways in which people show their commitment to each other; Know the ages at which a person can marry, depending on whether their parents agree; Understand that everyone has the right to be free to choose who and whether to marry. <p>Helpful or unhelpful</p> <ul style="list-style-type: none"> Recognise

	<p>recommendations</p> <ul style="list-style-type: none"> Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues. <p>Two sides to every story</p> <ul style="list-style-type: none"> Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them; Describe the language and techniques that make up a 	<p>task;</p> <ul style="list-style-type: none"> Demonstrate positive strategies for negotiating and compromising within a collaborative task. <p>Solve the friendship problem</p> <ul style="list-style-type: none"> Recognise some of the challenges that arise from friendships; Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach. <p>Assertiveness skills</p> <ul style="list-style-type: none"> List some 	<p>met;</p> <ul style="list-style-type: none"> Explain how these emotional needs impact on people's behaviour; Suggest positive ways that people can get their emotional need met. <p>Joes story, part 2</p> <ul style="list-style-type: none"> Understand and give examples of conflicting emotions; Understand and reflect on how independence and responsibility go together. <p>This will be your life</p> <ul style="list-style-type: none"> Identify 	<p>and face-to-face;</p> <ul style="list-style-type: none"> Understand and describe the ease with which something posted online can spread. <p>Traffic lights</p> <ul style="list-style-type: none"> Identify strategies for keeping personal information safe online; Describe safe behaviours when using communication technology. <p>To share or not to share</p> <ul style="list-style-type: none"> Know that it is illegal to create and share sexual images of children under 	<p>categorised into different groups depending on their medical and legal context;</p> <ul style="list-style-type: none"> Demonstrate an understanding that drugs can have both medical and non-medical uses; Explain in simple terms some of the laws that control drugs in this country. <p>Drugs: it's the law</p> <ul style="list-style-type: none"> Understand some of the basic laws in relation to drugs; Explain why there are laws relating to drugs 	<p>some of the changes they have experienced and their emotional responses to those changes;</p> <ul style="list-style-type: none"> Suggest positive strategies for dealing with change; Identify people who can support someone who is dealing with a challenging time of change. <p>I look great</p> <ul style="list-style-type: none"> Understand that fame can be short-lived; Recognise that photos can be changed to match society's view of perfect; Identify qualities that
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	<p>biased report;</p> <ul style="list-style-type: none"> Analyse a report also extract the facts from it. <p>Action stations</p> <ul style="list-style-type: none"> Explain what we mean by the terms voluntary, community and pressure (action) group; Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group. <p>Project pitch</p> <p>Happy shoppers</p> <ul style="list-style-type: none"> Explain what is meant 	<p>assertive behaviours;</p> <ul style="list-style-type: none"> Recognise peer influence and pressure; Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure. <p>Behave yourself</p> <ul style="list-style-type: none"> Recognise and empathise with patterns of behaviour in peer-group dynamics; Recognise basic emotional needs and understand that they change according to circumstance; Suggest strategies for dealing 	<p>aspirational goals;</p> <ul style="list-style-type: none"> Describe the actions needed to set and achieve these. 	<p>18 years old;</p> <ul style="list-style-type: none"> Explore the risks of sharing photos and films of themselves with other people directly or online; Know how to keep their information private online. <p>Fakebook friends</p> <ul style="list-style-type: none"> Know the legal age (and reason behind these) for having a social media account; Understand why people don't tell the truth and often post only the good bits about themselves, online; Recognise that people's lives are much 	<p>in this country.</p> <p>Alcohol: what is normal?</p> <ul style="list-style-type: none"> Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these; Describe some of the effects and risks of drinking alcohol. <p>What's the risk? 1</p> <ul style="list-style-type: none"> Identify risk factors in a given situation; Understand and explain the outcomes of risk-taking in a given situation, including 	<p>people have, as well as their looks.</p> <p>Media manipulation</p> <ul style="list-style-type: none"> Define what is meant by the term stereotype; Recognise how the media can sometimes reinforce gender stereotypes; Recognise that people fall into a wide range of what is seen as normal; Challenge stereotypical gender portrayals of people. <p>Is this normal?</p> <ul style="list-style-type: none"> Define the word 'puberty' giving examples
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	<p>by living in an environmentally sustainable way;</p> <ul style="list-style-type: none"> Suggest actions that could be taken to live in a more environmentally sustainable way. 	<p>assertively with a situation where someone under pressure may do something they feel uncomfortable about.</p> <p>Dan's day</p> <ul style="list-style-type: none"> Describe the consequences of reacting to others in a positive or negative way; Suggest ways that people can respond more positively to others. <p>Ok to be different</p> <ul style="list-style-type: none"> Recognise that bullying and discriminatory 		<p>more balanced in real life, with positives and negatives.</p> <p>Pressure online</p> <ul style="list-style-type: none"> Understand the risks of sharing images online and how these are hard to control, once shared; Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to 	<p>emotional risks.</p> <p>What is the risk? 2</p> <ul style="list-style-type: none"> Recognise what risk is; Explain how a risk can be reduced; Understand risks related to growing up and explain the need to be aware of these; Assess a risk to help keep themselves safe. <p>Basic first aid</p> <ul style="list-style-type: none"> Concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	<p>of some of the physical and emotional changes associated with it;</p> <ul style="list-style-type: none"> Suggest strategies that would help someone who felt challenged by the changes in puberty; Understand what FGM is and that it is an illegal practice in this country; Know where someone could get support if they were concerned about their own or another person's safety. <p>Dear Ash</p> <ul style="list-style-type: none"> Explain the difference between a safe
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	<p>behaviour can result from disrespect of people's differences;</p> <ul style="list-style-type: none"> • Suggest strategies for dealing with bullying, as a bystander; • Describe positive attributes of their peers. <p>We have more in common that not</p> <ul style="list-style-type: none"> • Know that all people are unique but that we have far more in common with each other than what is different about us; • Consider how a bystander can respond to someone being rude, offensive 		<p>be.</p> <p>What is it worth?</p> <ul style="list-style-type: none"> • Explain some benefits of saving money; • Describe the different ways money can be saved, outlining the pros and cons of each method; • Describe the costs that go into producing an item; • Suggest sale prices for a variety of items, taking into account a range of factors; • Explain what is meant by the term <i>interest</i>. <p>Jobs and taxes</p>		<p>and an unsafe secret;</p> <ul style="list-style-type: none"> • Identify situations where someone might need to break a confidence in order to keep someone safe. <p>Puberty pack delivered by the school nurse -conception -birth of a baby (Right of withdrawal)</p>
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	<p>or bullying someone else;</p> <ul style="list-style-type: none"> • Demonstrate ways of offering support to someone who has been bullied. <p>Respecting differences</p> <ul style="list-style-type: none"> • Demonstrate ways of showing respect to others, using verbal and non-verbal communication <p>Tolerance and respect for each other</p> <ul style="list-style-type: none"> • Understand and explain the term prejudice; • Identify and describe the different groups that make up their school/wider 		<ul style="list-style-type: none"> • Recognise and explain that different jobs have different levels of pay and the factors that influence this; • Explain the different types of tax (income tax and VAT) which help to fund public services; • Evaluate the different public services and compare their value. 		
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		<p>community/other parts of the UK;</p> <ul style="list-style-type: none"> • Describe the benefits of living in a diverse society; • Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. <p>Advertising friendships</p> <ul style="list-style-type: none"> • Explain the difference between a friend and an acquaintance; • Describe qualities of a strong, positive friendship; • Describe the benefits of other types of relationship (e.g. 				
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		<p>neighbour, parent/carer, relative).</p> <p>Boys will be boys</p> <ul style="list-style-type: none"> • Define what is meant by the term stereotype; • Recognise how the media can sometimes reinforce gender stereotypes; • Recognise that people fall into a wide range of what is seen as normal; • Challenge stereotypical gender portrayals of people. 				
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Notes

The school nurse will deliver non-statutory SRE lessons, as she has always done so. Parents/Carers will be given the option to withdraw from any non-statutory SRE lessons.

The school uses visitors eg, the PCO to deliver some safety lessons – stranger danger, keeping safe on the internet.

DRAFT

Appendix 2 – School Values

