**WILLIAM CASSIDI C of E PRIMARY SCHOOL**

**RELATIONSHIPS AND SEX EDUCATION POLICY**

**Values, aims and objectives:**

William Cassidi C. E. Aided Primary School exists to promote the Christian values of love, care and respect. We aim to provide a quality education within a Christian community where each individual child is nurtured, develops a desire to achieve and is sensitive to the needs of others so preparing them for their future lives. In developing this policy we have followed the principles in the Church of England Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE) (Appendix 2)

Our vision for relationships and sex education (RSE) in our school is to foster skills, attributes and qualities to ensure our children to become adults who are confident, caring, and self-aware, and can make positive contributions to the world in which we live.

For the purposes of this policy “Relationships and sex education” is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality. For the purpose of this policy “Health education” is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

Our children will learn about the emotional, social and physical aspects of growing up, relationships and reproduction. It will equip children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their uniqueness and to take responsibility for their health and wellbeing now and in the future.

RSE is taught in a way which is complementary to the wider ethos, values and principles of our school. RSE in this school is learning about the body, feelings, beliefs, relationships, rights and responsibilities and knowing how and when to ask for help if needed. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

RSE empowers children to build self-esteem, offer positive and open views, support mutual respect and celebration of self and others, providing a strong foundation to be successful in life by:

* Providing a spiral curriculum, allowing for the development of knowledge relevant to the age and stage of the learner.
* Providing an inclusive learning environment which is safe and empowering for everyone involved, based on the belief that bullying, prejudice and discrimination is unacceptable.
* Teaching non-biased, accurate and factual information that is positively inclusive.
* Developing character skills to support healthy and safe relationships, ensure comfortable communication about emotions, bodies and relationships using appropriate terminology.
* Promoting critical awareness of differing attitudes and views presented through society, the media and peers to enable the nurturing of personal values based on respect.
* Providing protection from shock or guilt.
* Actively involving pupils as evaluators to ensure relevance.
* Ensuring pupils are informed of their rights, including the legal framework and how to access confidential help to keep themselves and others safe.

The RSE curriculum has been planned following pupil consultation. This ensures the needs of all pupils can be met through the delivery of an age and stage-appropriate curriculum. The curriculum addresses traditional and emerging issues, and relevant challenges as identified by pupils. Consultation with pupils will be conducted on a regular basis. This will inform the RSE curriculum review, ensuring it remains responsive to emerging needs.

**Legal**

This policy has been developed with regard to legislation and statutory guidance including, but not limited to, the following:-

· Section 80A of the Education Act 2002

· Children and Social Work Act 2017

· The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019

· Equality Act 2010

· DfE (2019) ‘Relationships, Education, Relationships and Sex Education (RSE) and Health Education’

· DfE (2013) ‘Science programmes of study: key stages 1 and 2

. DfE Guidance ‘Plan your relationships, sex and health curriculum’ - Information to help school leaders plan, develop and implement the new statutory curriculum. September 2020

**This policy works in conjunction with the following policies:**

· Safeguarding

 · Behaviour and Discipline

· SEND

-Single equality Scheme

· Anti-bullying

· Health and Well-being

· Confidentiality

· Inclusion

· Social, Moral, Spiritual and Cultural

**Curriculum**

Through the curriculum, we aim foster skills, attributes and qualities to ensure our children to become adults who are confident, caring, and self-aware, and can make positive contributions to the world in which we live.

Some elements of the RSE curriculum are a statutory requirement to teach in order for the school to meet the new government RSE guidance coming into effect from September 2020 and The Equalities Act, 2010.

It is important to teach RSE through a spiral curriculum. This means pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. This developmental approach helps pupils to make informed decisions relevant to their age and stage. RSE will support the school’s commitment to safeguard pupils, preparing them to live safely in the modern world.

Our intended RSE curriculum is detailed as follows but may vary in response to emerging issues and to reflect the rapidly changing world in which our pupils are living and learning. If this is the case parent/carers will be provided with appropriate notice before the amended programme is delivered. Where possible the curriculum will be complemented by themed assemblies, topic days and cross-curricular links.

Ahead of implementation, we will consider the impact of coronavirus (COVID-19) on the delivery of the curriculum and adapt our approach, as appropriate. Many topics within relationships, sex and health education will support pupils with their experience of the pandemic and engage with their education as they return to school.

We will take into account local health profiles of children and young people within the catchment area of the school, which can help to identify local priorities in the curriculum.

The RSE programme will be led by Mrs Cornelius and Mrs Howell, taught by all year group teachers and supported by appropriate outside agencies.

At William Cassidi C of E Aided Primary School, we follow the PSHE Association Programme of Study and adapt it to the needs of our children. The learning objectives for each stage are set out in appendix 1. RSE will be taught using a range of teaching methodologies including story-telling, drama, discussions, individual private reflection, quizzes, fact finding, debating, independent research etc. This wide range of teaching strategies promotes engagement by all pupils, irrespective of preferred learning styles. The school’s responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world will remain central to curriculum content, teaching methodologies and supporting resources.

Puberty will be taught in Years 5 and 6, using material provided by Stockton Council. In Year 5, this is delivered in single gender groups for question and answer sessions. In Year 6, this is delivered as a whole class. This is usually delivered in the Summer term and parents will be informed prior to these sessions.

A questions box will be placed in classrooms to allow children to post questions before, during and after lessons. Questions will be addressed through incorporating answers in future lessons, or through speaking with individuals.

**Links with other curriculum areas**

The school seeks to draw links between Relationships, sex and health education and other curriculum subjects wherever possible. Relationships, sex and health education will be linked to the following subjects in particular:-

· Science – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.

· English - when literary texts which touch on emotional aspects of relationships are studied in the English curriculum

· Computing and ICT – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support, and how content in computing relates to online and media topic

· PE – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.

· Citizenship – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.

· PSHE – pupils learn about respect and difference, values and characteristics of individuals, in the local context and wider community

**Equal Opportunities**

At William Cassidi C of E Aided Primary School, we actively celebrate the diversity of our pupils, their families and the wider whole school community. RSE will always be taught in a non-judgemental, non-biased and fully inclusive manner through clear, impartial, scientific information as well as covering the law. Through consultation, continual assessment and regular reviews of the curriculum, we ensure that we continually recognise and respect pupils’ different abilities, levels of maturity and personal circumstances including gender identity, faith or culture and that of their family, friends and the wider whole school community.

The school reflects the principles from the statement on inclusion, in The National Curriculum Handbook for Primary Teachers in England.

These are:

• setting suitable learning challenges;

• responding to pupils’ diverse learning needs;

• overcoming potential barriers to learning and assessment for individuals.

The school also adheres to the principles of the Human Rights Act.

The school has a zero tolerance approach to bullying. Any bullying incidents arising out of the relationships, sex and health education, such as those relating to sexual orientation, will be dealt with as seriously as any other bullying incidents in school in accordance with the Behaviour and Discipline Policy. Confidentiality within the classroom is an important aspect of relationships, sex and health education and teachers should respect the confidentiality of pupils as far as possible. Pupils will be informed of the duty of confidentiality and will be made aware of what action may be taken if they choose to report a concern or make a disclosure. If a teacher has any suspicion of inappropriate behaviour or potential abuse, or if any reports are made during lessons as a result of the content of the curriculum this will be reported to the Designated Safeguarding Lead and this will be dealt with in line with the Child Protection and Safeguarding Policies.

**External Partners**

External partners may be invited to assist from time to time with the delivery of this programme and will be required to comply with this policy. The school will ensure that the teaching delivered by the external partner fits with the planned curriculum and this policy.

The use of external partners is to enhance curriculum rather than as a replacement for the teachers delivering the curriculum. External agencies can provide speakers, tools and resources to enhance and supplement the curriculum. It is important when using external agencies to take particular care that the agency and any materials used are appropriate and in line with our legal duties regarding political impartiality.

We will:

• forbid the pursuit of partisan political activities by junior pupils

• forbid the promotion of partisan political views in the teaching of any subject in the school

• take reasonably practicable steps to secure that where political issues are brought to the attention of pupils, they are offered a balanced presentation of opposing views

Before delivery of the session the school will discuss the partner’s lesson plan and any materials the partner intends to use and ensure that the content is age appropriate for the pupils and meets pupil’s needs.

The school will ensure any external partner complies with the Child Protection and Safeguarding Policy.

**Monitoring**

The delivery of RSE is monitored by the Headteacher, Mrs Cornelius and PSHE subject lead Mrs Howell, through planning and book scrutinies, discussions with staff and learning walks.

Pupils’ learning will be assessed by the class teacher at the end of every topic. This will ensure that pupils are making sufficient progress building on prior teaching and learning, and that teaching strategies and resources remain relevant and effective. Assessment activities will be implicit, forming part of a normal teaching activity to ensure that pupils do not feel under pressure. The evaluation of teaching and learning assessments will be shared with pupils and parents as appropriate.

**Policy development**

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

* Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
* Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
* Parent/stakeholder consultation – parents and any interested parties were invited to comment upon the policy
* Pupil consultation – we investigated what exactly pupils want from their RSE
* Ratification – once amendments were made, the policy was then finalised.

**Roles and Responsibilities**

**Governors are responsible for:**

. Ensuring all pupils make progress in achieving the expected educational outcomes.

· Ensuring the curriculum is well led, effectively managed and well planned.

· Evaluating the quality of provision through regular and effective self-evaluation.

· Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.

· Providing clear information for parents on subject content and their rights to request that their children are withdrawn.

· Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations. · Ensuring the religious ethos of the school is maintained and developed through the subjects.

**The Head teacher is responsible for:**

· The overall implementation of this policy.

· Ensuring staff are suitably trained to deliver the subjects.

· Ensuring that parents are fully informed of this policy.

· Reviewing requests from parents to withdraw their children from the subjects.

· Discussing requests for withdrawal with parents.

· Organising alternative education for pupils, where necessary, that is appropriate and purposeful.

· Reporting to the governing board on the effectiveness of this policy.

· Reviewing this policy on an annual basis.

**The relationships, sex and health education subject leader is responsible for:**

· Overseeing the delivery of the subjects.

· Ensuring the subjects are age-appropriate and high-quality.

· Ensuring teachers are provided with adequate resources to support teaching of the subjects.

· Ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum.

· Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.

· Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum.

· Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

**The SENCO is responsible for:**

· Advising teaching staff how best to identify and support pupils’ individual needs.

· Advising staff on the use of TAs in order to meet pupils’ individual needs.

· Determining interventions and accessibility to the correct intervention.

· Ensuring:

* the needs of all pupils are met · the curriculum is fully accessible
* education, health and care (EHC) plans are followed
* that teaching is differentiated to support pupils with SEND to fully access the curriculum. This might include revisiting earlier topics or spending longer on a topic.

. The specific duties set out in:

* schedule 10 of the Equality Act 2010 to support the participation of disabled pupils
* chapter 6 of the SEND code of practice, to support the participation of pupils with SEND

**All teaching staff are responsible for:**

· Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.

· Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.

· Ensuring they do not express personal views or beliefs when delivering the programme.

· Modelling positive attitudes to relationships, sex and health education.

· Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.

· Acting in accordance with planning, monitoring and assessment requirements for the subjects.

· Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.

· Liaising with the School Nurse, where appropriate, to support the delivery of the curriculum.

· Working with the relationships, sex and health education subject leader to evaluate the quality of provision.

**Guidance for Teaching Staff**

* SRE will never be taught by a lone member of staff, but by a teacher with the support of another teacher, Teaching Assistant or school nurse.
* Staff should ensure that they feel comfortable teaching SRE and that they understand fully what is to be taught and the content of this Policy.
* The correct terminology will be used to name parts of the body.
* If a child asks a question with the intent to shock or cause embarrassment, it will be addressed individually, but with two staff members present.

**Pupils**

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

**Staff training**

Teacher wellbeing It is essential that teachers can maintain their own wellbeing when delivering the curriculum. There may be times that a topic triggers feelings or thoughts, including of historic, recent or current trauma. It is important for school leaders to appreciate the different nature of these subjects, and be understanding of teachers’ individual circumstances and the support they may need. Leaders will engage teachers in considering their own needs in advance.

It is important that teaching is balanced and not dependent on any personal views teachers may have. Teachers should operate at all times within the framework of this policy, the Teaching Standards and comply with the Equality Act. There is no obligation on teachers to offer information personal to themselves or to share personal views.

Teachers are not required to answer personal questions asked by pupils and should consider, with the support of leaders, how best to handle any such questions.

All staff members will receive appropriate training to ensure they are up-to-date with the relationship, sex and health education programme and any associated issues.

Members of staff responsible for teaching the subjects will undergo further training to ensure they are fully equipped to teach the subjects effectively. Training of staff will also be scheduled around any updated guidance on the programme and any new developments.

The DfE training modules provide some examples of good practice and approaches to support staff preparing to teach about individual subjects. https://www.gov.uk/guidance/teaching-about-relationships-sex-and-health#train-teachers-on-relationships-sex-and-health-education

**Parents’ right to withdraw**

Parents do not have the right to withdraw their children from relationships education.

Parents do, however, have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE. Requests for withdrawal should be put in writing and addressed to the Head teacher.

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

RSE is most effective when it is a collaboration between school and home. The school operates an open-door policy enabling parents to discuss RSE at relevant times throughout the school year.

**Monitoring and evaluating the policy**

This policy will be monitored and reviewed on an annual basis by the relationships, sex and health education subject leader and headteacher.

We will continuously evaluate and review the implementation of relationships education, relationships and sex education and health education, to ensure the quality of provision.

This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

The governors are responsible for approving this policy. Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

Policy approved by the Governing Body for consultation: 29th January 2020

Consultation with staff: 1st – 29th February 2020

Consultation with parents/carers via website: 1st – 29th February 2020

Consultation with pupils: 24th February – 6th March 2020

Final policy approval by the Governing Body: 1st April 2020

Date for review: April 2022

Policy amended: 25th November 2020 following receipt of advice from the Diocese and noted by the full Governing Body.

**Appendix 1**

**Department for Education Requirements**

**By the end of Primary School:**

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| 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 marriage13 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. |

**PSHE Association Programme of Study covered at William Cassidi C of E Aided Primary**

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| **Years:** | **By the end of Key Stage One:** |
| 1 | **Health & Wellbeing****H2** To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.**H4** To learn about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings **H8 / H9** To learn about the process of growing from young to old and how people’s needs change (H8). To learn about growing and changing and new opportunities and responsibilities that increasing independence may bring**H11** To learn that household products, including medicines, can be harmful if not used properly**H13 / H14 / H15** To recognise people who look after them, their family networks, who to go to if they are worried and how to attract their attention (H13). To understand about the ways that pupils can help the people who look after them to more easily protect them (H14). To recognise that they share responsibility for keeping themselves and others safe, when to say, ‘yes’, ‘no’, ‘I’ll ask’ and ‘I’ll tell’ including knowing that they do not need to keep secrets (H15)**H16** To learn what is meant by ‘privacy’; their right to keep things private; the importance of respecting others’ privacy**Relationships****R1** For pupils to communicate their feelings to others, to recognise how others show feelings and how to respond**R3** To learn the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid**R8** To identify and respect the differences and similarities between people**R9** To identify their special people (family, friends, and carers), what makes them special and how special people should care for one another**R13 / R14** To learn that there are different types of teasing and bullying, that these are wrong and unacceptable (R13) To develop strategies to resist teasing or bullying, if they experience or witness it, and whom to go to and how to get help (R14).**Living in the Wider World** **L1 / L2** To learn how they can contribute to the life of the classroom and school (L1) To help construct, and agree to follow, group and class rules and to understand how these rules help them (L2).**L4** For pupils to learn that they belong to various groups and communities such as family and school **L8** To recognise ways in which they are all unique; understand that there has never been and will never be another ‘them’**L9** To understand the ways in which we are the same as all other people; what we have in common with everyone else |
| 2 | **Health & Wellbeing****H1** To understand what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health**H3** To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals**H5** To understand change and loss and the associated feelings (including moving home, losing toys, pets or friends)**H6 / H7** To understand the importance of, and how to maintain, personal hygiene (H6). To learn how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading (H7).**H10** To learn the names for the main parts of the body (including correct scientific names for genitalia) and the bodily similarities and differences between boys and girls.**H12** To understand the rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety**Relationships****R2 / R4 / R12** For pupils to recognise that their behaviour can affect other people (R2). For pupils to recognise what is fair and unfair, kind and unkind, what is right and wrong (R4) To recognise when people are being unkind to either them or others, how to respond, who to tell and what to say (R12).**R5** To learn the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid**R6 / R7** To learn to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) (R6). To learn to offer constructive support and feedback to others (R7).**R10** To be able to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond**R11** To learn that people’s bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)**Living in the Wider World** **L3** To understand that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others’ bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)**L5** For pupils to learn what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)**L6 / L7** To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving (L6). To learn about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices (L7).**L10** About the ‘special people’ who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency |
| **Years:** | **By the end of Key Stage One:** |
| 3 | **Health and Wellbeing****H1/H2** To understand what positively and negatively affects their physical, mental and emotional health (H1). To understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a ‘balanced lifestyle’ (H2).**H5** For pupils to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals**H6 / H7** For pupils to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others (H6). For pupils to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these (H7).**H9/H10/H11** To differentiate between the terms, ‘risk’, ‘danger’, and ‘hazard’ (H9). To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and use this an opportunity to build resilience (H10). To recognise how their increasing independence brings increased responsibility to keep themselves and others safe (H11).**H12** To understand that bacteria and viruses can affect health and that following simple routines can reduce their spread**H16** To learn what is meant by the term ‘habit’ and why habits can be hard to change**H21** To develop strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety)**H23** To recognise people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe**Relationships****R1** To be able to recognise and respond appropriately to a wider range of feelings in others**R7** To learn that their actions affect themselves and others**R9** To understand the concept of ‘keeping something confidential or secret’, when we should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’**R11** To work collaboratively towards shared goals**R13** To learn that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability (see ‘protected characteristics’ in the Equality Act 2010)**R15** To learn to recognise and manage ‘dares’**R21** To understand personal boundaries; to identify what they are willing to share with their most special people; friends, classmates and others; and that we all have rights to privacy |
| 4 | **Health and Wellbeing****H3** To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet**H4** To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves**H8** To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement**H13/14** How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media (H13). To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong (H14).**H15** To understand school rules about health and safety, basic emergency aid procedures, where and how to get help**H17** To learn which, why and how, commonly available substances and drugs (including alcohol, tobacco and ‘energy drinks’) can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others**H22/H25** To develop strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others (H22). How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share, who to talk to if they feel uncomfortable or are concerned by such a request (H25).**Relationships** **R2/R4** To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships (R2). To recognise different types of relationship, including those between acquaintances, friends, relatives and families (R4).**R8** To judge what kind of physical contact is acceptable or unacceptable and how to respond**R10** To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people’s feelings and try to see, respect and if necessary constructively challenge their points of view**R12** To develop strategies to solve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves**R14/R18** To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, ‘trolling’, how to respond and ask for help (R14). How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) (R18).**R16** To recognise and challenge stereotypes**Living in the Wider World****L2** For pupils to learn why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules**L6** To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk**L8** To learn how to resolve differences by looking at alternatives, seeing and respecting others’ points of view, making decisions and explaining choices**L11** To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom**L14** For pupils to develop an initial understanding of the concepts of ‘interest’, ‘loan’, ‘debt’, and ‘tax’ (e.g. their contribution to society through the payment of VAT)**L15** To learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world**L17/L18** To explore and critique how the media present information (L17). To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can be misrepresented or mislead; the importance of being careful what you forward to others (L18). |
| 5 | **Health and Wellbeing****H1/H2** To understand what positively and negatively affects their physical, mental and emotional health (H1).To understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a ‘balanced lifestyle’ (H2).**H4** To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves**H9/H10/H11** To differentiate between the terms, ‘risk’, ‘danger’ and ‘hazard’ (H9). To deepen pupils’ understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience (H10). To recognise how their increasing independence brings increased responsibility to keep themselves and others safe (H11).**H12** To understand that bacteria and viruses can affect health and that following simple routines can reduce their spread**H13/14** To understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media (H13). To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong (H14).**H16** To learn what is meant by the term ‘habit’ and why habits can be hard to change **H18** For pupils to understand how their body will, and their emotions may, change as they approach and move through puberty**H21** To develop strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety)**H22/H25** To develop strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others (H22). How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share, who to talk to if they feel uncomfortable or are concerned by such a request (H25).**H23** To learn about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe**Relationships****R1** To recognise and respond appropriately to a wider range of feelings in others**R3** To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support**R7** To understand that their actions affect themselves and others**R8** To judge what kind of physical contact is acceptable or unacceptable and how to respond**R10** To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people’s feelings and to try to see, respect and if necessary constructively challenge their points of view**R11** To work collaboratively towards shared goals**R14/R18** To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, ‘trolling’, how to respond and ask for help) (R14). How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) (R18).**R15** To recognise and manage ‘dares’**Living in the Wider World****L1** For pupils to research, discuss and debate topical issues, problems and events concerning health and wellbeing, and offer their recommendations to appropriate people**L3/L4** To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child (L3). To learn that these universal rights are there to protect everyone and have primacy both over national law and family and community practices(L4).**L7** To learn that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities**L8** To resolve differences by looking at alternatives, seeing and respecting others’ points of view, making decisions and explaining choices**L12** To think about the lives of people living in other places, and people with different values and customs**L13** To learn about the role money plays in their own and others’ lives, including how to manage their money and about being a critical consumer**L15** To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world**L17/L18** To explore and critique how the media present information (L17). To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can be misrepresented or mislead; the importance of being careful what you forward to others |
| 6 | **Health and Wellbeing****H3** To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet**H5** For pupils to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals**H6/H7** For pupils to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. (H6) To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these (H7).**H8** To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement**H15** To understand school rules about health and safety, basic emergency aid procedures, where and how to get help**H17** To learn which, why and how, commonly available substances and drugs (including alcohol, tobacco and ‘energy drinks’) can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others**H20** To learn about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact.**H24** The responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night tec.)**Relationships****R2/R4** To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships (R2). To recognise different types of relationship, including those between acquaintances, friends, relatives and families (R4).**R5/R19** To understand that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment (R5). To understand that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership (R19).**R6/R20** To understand that marriage is a commitment freely entered into by both people that no one should marry if they don’t absolutely want to do so or are not making this decision freely for themselves (R6). To understand that forcing anyone to marry is a crime, that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others (R20).**R9** To develop the concept of ‘keeping something confidential or secret’, when we should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’**R12** To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves**R13/R16/R17** To recognise that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability (see ‘protected characteristics’ in the Equality Act 2010) (R13). To recognise and challenge stereotypes (R16). To understand the difference between, and the terms associated with sex, gender identity and sexual orientation. The terms used will be: gender identity, sexual orientation, heterosexual/straight, gay, lesbian, bisexual, homosexual (R17).To know that everyone in Britain is protected from discrimination, harassment and victimisation. The Equality Act protects people against discrimination because of the protected characteristics that we all have: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity. **R21** To understand personal boundaries; to identify what they are willing to share with their most special people; friends, classmates and others; and that we all have rights to privacy**Living in the Wider World****L2** For pupils to learn why and how rules and laws that protect themselves and others are made and reinforced, why different rules are needed in different situations and how to take part in making and changing rules**L5** To know that there are some cultural practices which are against British law and universal human rights.anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk**L9/L10** To learn what being part of a community means, and about the varied institutions that support communities locally and nationally (L9). To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing (L10).**L11** To appreciate the range of national, regional, religious and ethnic identities in the UK**L14** For pupils to develop an initial understanding of the concepts of ‘interest’, ‘loan’, ‘debt’, and ‘tax’ (e.g. their contribution to society through the payment of VAT)**L16** What is meant by enterprise and begin to develop enterprise skills |