Britannia CP School

RSE Policy

Relationships and health education in primary schools became compulsory in September 2020 as planned; however, due to the impact of the coronavirus (COVID-19) pandemic, schools have been offered flexibility on when to begin delivering these subjects within the 2020/2021 academic year.

Schools that are prepared to deliver teaching in these subjects and have assessed that they meet the requirements in the DfE's 'Relationships education, relationships and sex education (RSE) and health education' guidance are encouraged to begin delivering teaching as soon as practically possible, and no later than the start of the Summer term in 2021.. In these cases, a phased approach should be used (if needed) when introducing the subjects.

Contents

Statement of intent

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At Britannia Community Primary School, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships education, which must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education. State-funded primary schools are also required to teach health education.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum for all our pupils. This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered.

Signed by:

_____	Headteacher	Date:	_____
_____	Chair of governors	Date:	_____
_____	PSHE Lead	Date:	_____

1. Legal framework

1.1. This policy has due 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 (2020) 'Teaching about relationships, sex and health'

1.2. This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Behaviour and Discipline Policy
- SEN Policy
- Equality Policy
- Anti-Bullying Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Online Safety Policy

2. Roles and responsibilities

2.1. The governing board is 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.

2.2. The headteacher 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.

2.3. 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.

2.4. The appropriate teachers 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.
- Working with the relationships, sex and health education subject leader to evaluate the quality of provision.

2.5. In line with 2.4, the teachers who will be delivering relationships, sex and health education are outlined below:

Name	Job title
Lynne Seamans	PSHE leader/ PPA Cover Teacher
Katie Isherwood	EYFS PSHE teacher
Jessica Birch Claire Nuttall	KS1 PSHE teachers
Rachel Rothwell David Toddington Elsie Holmes Shannon Connolly	KS2 PSHE teachers

2.6. 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.

3.   Organisation of the curriculum

3.1.   Every primary school is required to deliver statutory relationships education and health education.

3.2.   For the purpose of this policy, **"relationships and sex education"** is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.

3.3.   For the purpose of this policy, **"health education"** is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

3.4.   The delivery of the relationships education and of health education coincide with one another and will be delivered as part of the school's PSHE curriculum.

3.5.   The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' guidance.

3.6.   The relationships and health curriculum takes into account the views of teachers, pupils and parents. We are dedicated to ensuring our curriculum meets the needs of the whole-school community.

3.7.   We consult with parents, pupils and staff in the following ways:

- Questionnaires and surveys
- Focus groups
- Meetings
- Training sessions
- Newsletters and letters

3.8.   Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:

- Organising a meeting with the headteacher.
- Emailing l.seamans@britannia.lancs.sch.uk
- Submitting written feedback into the suggestions box in the school office.

3.9.   The school has organised a curriculum that is age-appropriate for pupils within each year group, based on the views of teachers, parents and pupils.

3.10.   When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

4.   Consultation with parents

4.1.   The school understands the important role parents play in enhancing their children's understanding of relationships, sex and health. Similarly, we also understand how important parents' views are in shaping the curriculum.

4.2.   The school works closely with parents by establishing open communication – all parents are consulted in the development and delivery of the curriculum, as outlined in section 3 of this policy.

4.3.   Parents are provided with the following information:

- The content of the relationships, sex and health curriculum
- The delivery of the relationships, sex and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

4.4.   The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum.

4.5.   Parents are consulted in the review of the curriculum and this policy, and are encouraged to provide their views at any time.

5.   Relationships education overview

Families and people who care for me

5.1.   By the end of primary school, pupils will know:

- That families are important for them growing up because they can give love, security and stability.
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

5.2.   By the end of primary school, pupils will 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, but 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.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

Respectful relationships

5.3.   By the end of primary school, pupils will know:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
- Which 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 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 the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

5.4.   By the end of primary school, pupils will know:

- That people sometimes behave differently online, including 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, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

Being safe

5.5. By the end of primary school, pupils will 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.
- 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, including online, who 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 and 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 seek advice, for example, from their family, their school and other sources.

6.   Relationships education per year group

6.1. The school is free to determine, within the statutory curriculum content outlined in section 5, what pupils are taught during each year group.

6.2. The school always considers the age and development of pupils when deciding what will be taught in each year group.

6.3. The school plans a progressive curriculum in which topics are built upon prior knowledge taught in previous years as pupils progress through school, with a view to providing a smooth transition to secondary school.

6.4. **Learning**

EYFS:

Me and my relationships:

All about me

What makes me special?

Me and my special people

Who can help me?

My feelings

Valuing difference:

I'm special, you're special

Same and different

Same and different families

Same and different homes

I am caring

Kind and caring

Year 1:

Me and my relationships:

Why we have classroom rules

Thinking about feelings

Our feelings

Feelings and bodies

Our special people balloons

Good friends

How are you listening?

Valuing difference:

Same or different?

Unkind, tease or bully?

Harold's school rules

Who are our special people?

It's not fair!

Year 2:

Me and my relationships:

Our ideal classroom (1)

Our ideal classroom (2)

How are you feeling today?

Bullying or teasing?

Don't do that!

Types of bullying

Being a good friend

Let's all be happy!

Valuing difference:

What makes us who we are?

How do we make others feel?

My special people

When someone is feeling left out

An act of kindness

Solve the problem

Year 3:

Me and my relationships:

As a rule

My special pet

Tangram team challenge

Looking after our special people

How can we solve this problem?

Dan's dare

Thunks

Friends are special

Valuing difference:

Family and friends

My community

Respect and challenge

Our friends and neighbours

Let's celebrate our differences

Zeb

Year 4:

Me and my relationships

An email from Harold!

Ok or not ok? (part 1)

Ok or not ok? (part 2)

Human machines

Different feelings

When feelings change

Under pressure

Valuing difference:

Can you sort it?

Islands

Friend or acquaintance?

What would I do?

The people we share our world with

That is such a stereotype!

Year 5:

Me and my relationships:

Collaboration Challenge!

Give and take

How good a friend are you?

Relationship cake recipe

Being assertive

Our emotional needs

Communication

Valuing difference:

Qualities of friendship

Kind conversations

Happy being me

The land of the Red People

Is it true?

It could happen to anyone

Year 6:

Me and my relationships:

Working together

Let's negotiate

Solve the friendship problem

Assertiveness skills (formerly Behave yourself - 2)

Behave yourself

Dan's day

Don't force me

Acting appropriately

It's a puzzle

Valuing difference:

OK to be different

We have more in common than not

Respecting differences

Tolerance and respect for others

Advertising friendships!

Boys will be boys? - challenging gender stereotypes

For additional information please see **Appendix 1**.

7.   Health education overview

Health education is compulsory for all state-funded primary schools.

7.1.   The focus at primary level is teaching the characteristics of good physical health and mental wellbeing.

Mental wellbeing

7.2.   By the end of primary school pupils will know:

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.
- The scale of emotions that humans experience in response to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

- How to judge whether what they are feeling and how they are behaving are appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
- How isolation and loneliness can affect children, and that it is very important they seek support and discuss their feelings with an adult.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support (including recognising the triggers for seeking support), extending to who in school they should speak to if they are worried about themselves or others.
- That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms

7.3. By the end of primary school, pupils will know:

- That for most people, the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online.
- The risks of excessive time spent on electronic devices.
- The impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others.
- How to recognise and display respectful behaviour online.
- The importance of keeping personal information private.
- Why some social media, some computer games and online gaming are age-restricted.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- How to be a discerning consumer of information online, including understanding that information, inclusive of that from search engines, is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.

Physical health and fitness

7.4. By the end of primary school, pupils will know:

- The characteristics and mental and physical benefits of an active lifestyle.

- The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle, including obesity.
- How and when to seek support, including which adults to speak to in school, if they are worried about their health.

Healthy eating

7.5.   By the end of primary school, pupils will know:

- What constitutes a healthy diet, including an understanding of calories and other nutritional content.
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on health.

Drugs alcohol and tobacco

7.6.   By the end of primary school, pupils will know:

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

7.7.   By the end of primary school, pupils will know:

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs, including bacteria and viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.

Basic first aid

7.8.   By the end of primary school, pupils will know:

- How to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body

7.9.   By the end of primary school, pupils will know:

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

8. Health education per year group

8.1. The school is free to determine, within the statutory curriculum content outlined in section 7, what pupils are taught during each year group.

8.2. The school always considers the age and development of pupils when deciding what will be taught in each year group.

8.3. The school plans a progressive curriculum, in which topics are built upon prior knowledge taught in previous years as pupils progress through school, with a view to providing a smooth transition to secondary school.

8.4. **Learning**

EYFS:

Keeping myself safe:

What's safe to go onto my body?

Keeping Myself Safe - What's safe to go into my body (including medicines)

Safe indoors and outdoors

Listening to my feelings

Keeping safe online

People who help to keep me safe

Growing and changing:

Seasons

Life stages - plants, animals, humans

Life Stages: Human life stage - who will I be?

Where do babies come from?

Getting bigger

Me and my body - girls and boys

Year 1:

Keeping myself safe:

Healthy me

Super sleep

Who can help? (1)

Harold loses Geoffrey

What could Harold do?

Good or bad touches?

Sharing pictures

Growing and changing:

Inside my wonderful body!

Taking care of a baby

Then and now

Who can help? (2)

Surprises and secrets

Keeping privates private

Year 2:

Keeping myself safe:

Harold's picnic

How safe would you feel?

What should Harold say?

I don't like that!

Fun or not?

Should I tell?

Some secrets should never be kept

Growing and changing:

A helping hand

Sam moves away

Haven't you grown!

My body, your body

Respecting privacy

Basic first aid

Year 3:

Keeping myself safe:

Safe or unsafe?

Danger or risk?

The Risk Robot

Alcohol and cigarettes: the facts

Super Searcher

None of your business!

Raisin challenge (1)

Help or harm?

Growing and changing:

Relationship Tree

Body space

Secret or surprise?

My changing body

Basic first aid

Year 4:

Keeping myself safe:

Danger, risk or hazard?

Picture Wise

How dare you!

Medicines: check the label

Know the norms

Keeping ourselves safe

Raisin challenge (2)

Growing and changing:

Moving house

My feelings are all over the place!

All change!

Preparing for periods (formerly Period positive)

Secret or surprise?

Together

Year 5:

Keeping myself safe:

'Thunking' about habits

Jay's dilemma

Spot bullying

Ella's diary dilemma

Decision dilemmas

Play, like, share

Drugs: true or false?

Smoking: what is normal?

Would you risk it?

Growing and changing:

How are they feeling?

Taking notice of our feelings

Dear Hetty

Changing bodies and feelings

Growing up and changing bodies

It could happen to anyone

Help! I'm a teenager - get me out of here!

Dear Ash

Stop, start, stereotypes

Year 6:

Keeping myself safe:

Think before you click!

Traffic lights

To share or not to share?

Rat Park

What sort of drug is...?

Drugs: it's the law!

Alcohol: what is normal?

Joe's story (part 1)

Joe's story (part 2)

Growing and changing:

Helpful or unhelpful? Managing change

I look great!

Media manipulation

Pressure online

Is this normal?

Dear Ash

Making babies – this is the only lesson which goes above the statutory science curriculum and therefore you may remove your child from this lesson if you feel it necessary. If you would like to discuss the contents of this lesson please contact either Mrs Seamans or Mrs Longstaff.

What is HIV?

For additional information please see **Appendix 1**

9. Delivery of the curriculum

9.1. The relationships, sex and health curriculum will be delivered as part of our PSHE curriculum.

9.2. Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

9.3. The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development.

9.4. Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

9.5. Pupils will be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate, inclusive and respectful way. We will endeavour to support all pupils to feel that the content is relevant to them and their developing sexuality.

9.6. At the point we consider it appropriate to teach pupils about sexual relationships, we will ensure that LGBTQ+ content is fully integrated into the relationships, sex and health curriculum, rather than delivered as a standalone unit or lesson.

9.7. The school will ensure that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.

9.8. Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.

9.9. Classes may be taught in smaller groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is appropriate to deal with these issues with heightened sensitivity.

9.10. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.

9.11. Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils.

9.12. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's Online Safety Policy.

9.13. Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly.

9.14. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and in a manner appropriate to the pupil's age.

9.15. Teachers will ensure pupils are aware of the expectation of them to participate sensitively and respectfully in class discussions of sensitive issues.

9.16. Teachers will stop full class discussions where pupils begin to reveal personal, private information related to sensitive issues. If teachers feel concerned about anything shared by a pupil, they will follow the appropriate response as laid out in the Child Protection and Safeguarding Policy. The programme will be designed to incorporate all pupils, and activities will be planned to ensure all are actively involved.

9.17. Teachers will focus heavily on the importance of healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.

9.18. Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work.

9.19. Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

9.20. Any resources or materials used to support learning will be formally assessed by the relationships, sex and health education subject leader before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs.

9.21. In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons,

teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

9.22. At all points of delivery of this programme, parents will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents.

9.23. Whilst there are no formal examinations for the relationships, sex and health curriculum, the school will undertake informal assessments to determine pupil progress – these include the following:

- Written assignments
- Group presentations
- Group tasks
- Projects

10. Working with external experts

10.1. External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy.

10.2. The school will ensure all visitor credentials are checked before they are able to participate in delivery of the curriculum.

10.3. The school will ensure that the teaching delivered by the external expert fits with the planned curriculum and this policy.

10.4. Before delivering the session, the school will discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.

10.5. The school will also ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.

10.6. The school will agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.

10.7. The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

11. Equality and accessibility

11.1. The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their protected characteristics. These include:

- Age
- Sex or sexual orientation
- Race
- Disability

- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

11.2. The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.

11.3. The school understands that pupils with SEND or other needs, such as those with social, emotional or mental health needs, are entitled to learn about relationships, sex and health education, and the programme will be designed to be inclusive of all pupils.

11.4. Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.

11.5. Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence of sexual harassment.

11.6. When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

11.7. In order to foster healthy and respectful peer-to-peer communication and behaviour between all pupils, the school implements a robust Behaviour Policy, as well as a Child Protection and Safeguarding Policy, which set out expectations of pupils.

11.8. The school understands that relationships, sex, and health education may include topics which are triggers for teaching staff, and could relate to historic, recent, or current trauma. If this is the case, the school encourages staff to approach their line manager or the school's designated wellbeing lead to discuss this.

12.   Curriculum links

12.1. The school seeks opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils' learning.

12.2. 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.
- **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.

- **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.

13. Withdrawing from the subjects

13.1. Relationships and health education are statutory at primary and parents **do not** have the right to withdraw their child from the subjects.

13.2. As sex education is not statutory at primary level, other than what must be taught as part of the science curriculum, parents have the right to request to withdraw their child from all or part of the sex education curriculum.

13.3. The headteacher will automatically grant withdrawal requests in accordance with point 14.2; however, the headteacher will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

13.4. The headteacher will discuss with the parent, the benefits or receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded.

13.5. The headteacher will keep a record of the discussion between themselves, the pupil and the parent.

13.6. The headteacher will grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum.

13.7. The parent will be informed in writing of the headteacher's decision.

13.8. Where a pupil is withdrawn from sex education, the headteacher will ensure that the pupil receives appropriate alternative education.

14. Behaviour

14.1. The school has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another.

14.2. Any bullying incidents caused as a result of the relationships, sex and health education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school.

14.3. Any occurrence of these incidents will be reported to a member of school staff, who will then discipline the pupil once they are on school premises.

14.4. These incidents will be dealt with following the processes in our Behaviour Policy and Anti-Bullying Policy.

14.5. The headteacher will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

15. Staff training

15.1. All staff members at the school will undergo training on a termly basis to ensure they are up-to-date with the relationship, sex and health education programme and associated issues.

15.2. Members of staff responsible for teaching the subjects will undergo further training on a termly basis, led by the relationships, sex and health education subject leader, to ensure they are fully equipped to teach the subjects effectively.

15.3. Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

16. Confidentiality

16.1. Confidentiality within the classroom is an important component of relationships, sex and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.

16.2. Teachers will, however, alert the headteacher about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy.

16.3. Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure.

16.4. Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance with the Child Protection and Safeguarding Policy.

17. Monitoring quality

17.1. The relationships, sex and health education subject leader is responsible for monitoring the quality of teaching and learning for the subjects.

17.2. The relationships, sex and health education subject leader will conduct subject assessments on a termly basis, which will include a mixture of the following:

- Self-evaluations
- Lesson observations
- Topic feedback forms
- Learning walks
- Work scrutiny
- Lesson planning scrutiny

17.3. The relationships, sex and health education subject leader will create annual subject reports for the headteacher and governing board to report on the quality of the subjects.

17.4. The relationships, sex and health education subject leader will work regularly and consistently with the headteacher and RSE link governor, e.g. through monthly review meetings, to evaluate the effectiveness of the subjects and implement any changes.

18. Monitoring and review

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

18.2. 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.

18.3. The governing board is responsible for approving this policy.

18.4. Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

Appendices

1.

Learning Outcomes

Me and My Relationships

Year 1

- Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)
- Identify a range of feelings;
- Identify how feelings might make us behave:
- Suggest strategies for someone experiencing 'not so good' feelings to manage these.
- Recognise that people's bodies and feelings can be hurt;
- Suggest ways of dealing with different kinds of hurt.
- Recognise that they belong to various groups and communities such as their family;
- Explain how these people help us and we can also help them to help us.
- Identify simple qualities of friendship;
- Suggest simple strategies for making up.
- Demonstrate attentive listening skills;
- Suggest simple strategies for resolving conflict situations;
- Give and receive positive feedback, and experience how this makes them feel.

Year 2

- Suggest actions that will contribute positively to the life of the classroom;
- Make and undertake pledges based on those actions.
- Take part in creating and agreeing classroom rules.
- Use a range of words to describe feelings;
- Recognise that people have different ways of expressing their feelings;
- Identify helpful ways of responding to other's feelings.
- Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two;
- Identify situations as to whether they are incidents of teasing or bullying.
- Understand and describe strategies for dealing with bullying:
- Rehearse and demonstrate some of these strategies.
- Explain the difference between bullying and isolated unkind behaviour;
- Recognise that that there are different types of bullying and unkind behaviour;
- Understand that bullying and unkind behaviour are both unacceptable ways of behaving.
- Recognise that friendship is a special kind of relationship;
- Identify some of the ways that good friends care for each other.
- Recognise, name and understand how to deal with feelings (e.g. anger, loneliness);

Year 3

- Explain why we have rules;
- Explore why rules are different for different age groups, in particular for internet-based activities;
- Suggest appropriate rules for a range of settings;

- Consider the possible consequences of breaking the rules.
- Explain some of the feelings someone might have when they lose something important to them;
- Understand that these feelings are normal and a way of dealing with the situation.
- Define and demonstrate cooperation and collaboration;
- Identify the different skills that people can bring to a group task;
- Demonstrate how working together in a collaborative manner can help everyone to achieve success.
- Identify people who they have a special relationship with;
- Suggest strategies for maintaining a positive relationship with their special people.
- Rehearse and demonstrate simple strategies for resolving given conflict situations.
- 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 uncomfortable or unsafe by someone asking them to do a dare.
- Express opinions and listen to those of others;
- Consider others' points of view;
- Practise explaining the thinking behind their ideas and opinions.
- Identify qualities of friendship;
- Suggest reasons why friends sometimes fall out;
- Rehearse and use, now or in the future, skills for making up again.

Year 4

- 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.
- Explain what we mean by a 'positive, healthy relationship';
- Describe some of the qualities that they admire in others.
- Recognise that there are times when they might need to say 'no' to a friend;
- Describe appropriate assertive strategies for saying 'no' to a friend.
- Demonstrate strategies for working on a collaborative task;
- Define successful qualities of teamwork and collaboration.
- Identify a wide range of feelings;
- Recognise that different people can have different feelings in the same situation;
- Explain how feelings can be linked to physical state
- 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.
- 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 behave in an unhealthy, unacceptable or risky way might come from.

Year 5

- Explain what collaboration means;
- Give examples of how they have worked collaboratively;
- Describe the attributes needed to work collaboratively.
- Explain what is meant by the terms negotiation and compromise;
- Describe strategies for resolving difficult issues or situations.
- 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.
- Identify what things make a relationship unhealthy;
- Identify who they could talk to if they needed help.
- Identify characteristics of passive, aggressive and assertive behaviours;

- Understand and rehearse assertiveness skills.
- 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.
- 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.

Year 6

- Demonstrate a collaborative approach to a task;
- Describe and implement the skills needed to do this.
- Explain what is meant by the terms 'negotiation' and 'compromise';
- Suggest positive strategies for negotiating and compromising within a collaborative task;
- Demonstrate positive strategies for negotiating and compromising within a collaborative task.

- 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.
- List some assertive behaviours;
- Recognise peer influence and pressure;
- Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.
- 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 assertively with a situation where someone under pressure may do something they feel uncomfortable about.
- Describe the consequences of reacting to others in a positive or negative way;
- Suggest ways that people can respond more positively to others.
- 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.
- Recognise that some types of physical contact can produce strong negative feelings;
- Know that some inappropriate touch is also illegal.
- Identify strategies for keeping personal information safe online;
- Describe safe and respectful behaviours when using communication technology.

Valuing Difference

Year 1

- Identify the differences and similarities between people;
- Empathise with those who are different from them;
- Begin to appreciate the positive aspects of these differences.
- Explain the difference between unkindness, teasing and bullying;
- Understand that bullying is usually quite rare.
- Explain some of their school rules and how those rules help to keep everybody safe.
- Identify some of the people who are special to them;
- Recognise and name some of the qualities that make a person special to them.
- Recognise and explain what is fair and unfair, kind and unkind;
- Suggest ways they can show kindness to others.

Year 2

- Identify some of the physical and non-physical differences and similarities between people;
- Know and use words and phrases that show respect for other people.
- Identify people who are special to them;
- Explain some of the ways those people are special to them.
- Recognise and explain how a person's behaviour can affect other people.
- Explain how it feels to be part of a group;
- 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.
- Recognise and describe acts of kindness and unkindness;
- Explain how these impact on other people's feelings;
- Suggest kind words and actions they can show to others;
- Show acts of kindness to others in school.
- Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted);

Year 3

- Recognise that there are many different types of family;
- Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.
- 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.
- Reflect on listening skills;
- Give examples of respectful language;
- Give examples of how to challenge another's viewpoint, respectfully.
- 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;
- Identity some of the qualities that people from a diverse range of backgrounds need in order to get on together.
- 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).
- Understand and explain some of the reasons why different people are bullied;
- Explore why people have prejudiced views and understand what this is.

Year 4

- Define the terms 'negotiation' and 'compromise';
- Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.
- 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
- 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.
- List some of the ways that people are different to each other (including differences of race, gender, religion);
- Recognise potential consequences of aggressive behaviour;
- Suggest strategies for dealing with someone who is behaving aggressively.

- List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals);
- Define the word respect and demonstrate ways of showing respect to others' differences.
- Understand and identify stereotypes, including those promoted in the media.

Year 5

- Define some key qualities of friendship;
- Describe ways of making a friendship last;
- Explain why friendships sometimes end.
- Rehearse active listening skills:
- Demonstrate respectfulness in responding to others;
- Respond appropriately to others.
- 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 how discriminatory behaviour can be challenged.
- 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.
- Understand that the information we see online, either text or images, is not always true or accurate;
- Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them;
- Understand and explain the difference between sex, gender identity, gender expression and sexual orientation.
- Identify the consequences of positive and negative behaviour on themselves and others;
- Give examples of how individual/group actions can impact on others in a positive or negative way.

Year 6

- Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences;
- Suggest strategies for dealing with bullying, as a bystander;
- Describe positive attributes of their peers.
- 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 or bullying someone else;
- Demonstrate ways of offering support to someone who has been bullied.
- Demonstrate ways of showing respect to others, using verbal and non-verbal communication.
- Understand and explain the term prejudice;
- 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.
- 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. neighbour, parent/carer, relative).
- 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.

Keeping Myself Safe

Year 1

- Understand that the body gets energy from food, water and air (oxygen);
- Recognise that exercise and sleep are important parts of a healthy lifestyle.
- Recognise the importance of sleep in maintaining a healthy, balanced lifestyle;
- Identify simple bedtime routines that promote healthy sleep.
- Recognise emotions and physical feelings associated with feeling unsafe;
- Identify people who can help them when they feel unsafe.
- Recognise the range of feelings that are associated with loss.
- Understand that medicines can sometimes make people feel better when they're ill;
- Explain simple issues of safety and responsibility about medicines and their use.
- Understand and learn the PANTS rules;
- Name and know which parts should be private;
- Explain the difference between appropriate and inappropriate touch;
- Understand that they have the right to say "no" to unwanted touch;
- Start thinking about who they trust and who they can ask for help.

Year 2

- Understand that medicines can sometimes make people feel better when they're ill;
- Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell;
- Explain simple issues of safety and responsibility about medicines and their use.
- Identify situations in which they would feel safe or unsafe;
- Suggest actions for dealing with unsafe situations including who they could ask for help.
- 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.
- 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 feel uncomfortable.
- Recognise that some touches are not fun and can hurt or be upsetting;
- Know that they can ask someone to stop touching them;
- Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.
- Identify safe secrets (including surprises) and unsafe secrets;
- Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.
- 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.
- Some secrets should never be kept

Year 3

- Identify situations which are safe or unsafe;
- Identify people who can help if a situation is unsafe;

- Suggest strategies for keeping safe.
- Define the words danger and risk and explain the difference between the two;
- Demonstrate strategies for dealing with a risky situation.
- Identify some key risks from and effects of cigarettes and alcohol;
- 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.
- Identify risk factors in given situations;
- Suggest ways of reducing or managing those risks.
- Evaluate the validity of statements relating to online safety;
- Recognise potential risks associated with browsing online;
- Give examples of strategies for safe browsing online.
- 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;
- Understand and explain how to get help in a situation where requests for images or information of themselves or others occur
- Demonstrate strategies for assessing risks;
- Understand and explain decision-making skills;
- Understand where to get help from when making decisions.
- Understand that medicines are drugs and suggest ways that they can be helpful or harmful.

Year 4

- 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.
- 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.
- Define what is meant by the word 'dare';
- Identify from given scenarios which are dares and which are not;
- Suggest strategies for managing dares.
- Understand that medicines are drugs;
- 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).

- 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 that not all people drink alcohol (Social Norms theory).
- Describe stages of identifying and managing risk;
- Suggest people they can ask for help in managing risk.
- Understand that we can be influenced both positively and negatively;
- Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.

Year 5

- Explain what a habit is, giving examples;
- Describe why and how a habit can be hard to change.
- 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.

- Demonstrate strategies to deal with both face-to-face and online bullying;
- Demonstrate strategies and skills for supporting others who are bullied;
- Recognise and describe the difference between online and face-to-face bullying.
- 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.
- 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.
- 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 person they have not met face-to-face;
- Know how to protect personal information online;
- Recognise disrespectful behaviour online and know how to respond to it.
- Understand some of the complexities of categorising drugs;
- Know that all medicines are drugs but not all drugs are medicines;
- Understand ways in which medicines can be helpful or harmful and used safely or unsafely.
- Understand the actual norms around smoking and the reasons for common misperceptions of these.
- Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks;
- Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.

Year 6

- Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face;
- Understand and describe the ease with which something posted online can spread.
- Identify strategies for keeping personal information safe online;
- Describe safe behaviours when using communication technology.
- Know that it is illegal to create and share sexual images of children under 18 years old;
- Explore the risks of sharing photos and films of themselves with other people directly or online;
- Know how to keep their information private online.
- 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.
- Explain how drugs can be categorised into different groups depending on their medical and legal context;
- 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.
- Understand some of the basic laws in relation to drugs;
- Explain why there are laws relating to drugs in this country.
- 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.
- Understand that all humans have basic emotional needs and explain some of the ways these needs can be met;
- Explain how these emotional needs impact on people's behaviour;
- Suggest positive ways that people can get their emotional need met.
- Understand and give examples of conflicting emotions;
- Understand and reflect on how independence and responsibility go together.

Rights and Responsibilities

Year 1

- Recognise the importance of regular hygiene routines;
- Sequence personal hygiene routines into a logical order.
- Identify what they like about the school environment;
- Recognise who cares for and looks after the school environment.
- 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.
- Explain where people get money from;
- List some of the things that money may be spent on in a family home.
- 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 placed and adding to it).

Year 2

- Recognise the importance of regular hygiene routines;
- Sequence personal hygiene routines into a logical order.
- Identify what they like about the school environment;
- Recognise who cares for and looks after the school environment.
- 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.
- Explain where people get money from;
- List some of the things that money may be spent on in a family home.
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- 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 placed and adding to it).

Year 3

- Define what a volunteer is;
- Identify people who are volunteers in the school community;
- Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.
- Identify key people who are responsible for them to stay safe and healthy;
- Suggest ways they can help these people.
- 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.
- 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.
- 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.)
- Explain that people earn their income through their jobs;

- Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)

Year 4

- 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.
- Understand that humans have rights and also responsibilities;
- Identify some rights and also responsibilities that come with these.
- Understand the reason we have rules;
- Suggest and engage with ways that they can contribute to the decision making process in school (e.g. through pupil voice/school council);
- Recognise that everyone can make a difference within a democratic process.
- Define the word influence;
- Recognise that reports in the media can influence the way they think about an topic;
- Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.
- 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 their actions.
- Understand some of the ways that various national and international environmental organisations work to help take care of the environment;
- Understand and explain the value of this work.
- 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 essential.
- Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT';

Year 5

- 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.
- Understand the difference between a fact and an opinion;
- Understand what biased reporting is and the need to think critically about things we read.
- 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.
- 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.
- State the costs involved in producing and selling an item;
- Suggest questions a consumer should ask before buying a product.
- Define the terms loan, credit, debt and interest;
- Suggest advice for a range of situations involving personal finance.
- Explain some of the areas that local councils have responsibility for;
- Understand that local councillors are elected to represent their local community.

Year 6

- Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them;
- Describe the language and techniques that make up a biased report;
- Analyse a report also extract the facts from it.
- 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 more balanced in real life, with positives and negatives.
- 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 interest
- 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.
- 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.
- Explain what is meant by living in an environmentally sustainable way;
- Suggest actions that could be taken to live in a more environmentally sustainable way.

Being My Best

Year 1

- 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
- Recognise that they may have different tastes in food to others;
- 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.
- Understand how diseases can spread;
- Recognise and use simple strategies for preventing the spread of diseases.
- Recognise that learning a new skill requires practice and the opportunity to fail, safely;
- Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges.
- Demonstrate attentive listening skills;
- Suggest simple strategies for resolving conflict situations;
- Give and receive positive feedback, and experience how this makes them feel
- Recognise how a person's behaviour (including their own) can affect other people

Year 2

- Explain the stages of the learning line showing an understanding of the learning process;
- Suggest phrases and words of encouragement to give someone who is learning something new;
- Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning.
- 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 some choices can be either healthy or unhealthy and can make a difference to their own health.
- Explain how germs can be spread;
- Describe simple hygiene routines such as hand washing;
- Understand that vaccinations can help to prevent certain illnesses.
- Explain the importance of good dental hygiene;
- Describe simple dental hygiene routines.
- Understand that the body gets energy from food, water and oxygen;
- Recognise that exercise and sleep are important to health:
- Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain);
- Describe how food, water and air get into the body and blood.

Year 3

- 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.
- Explain how some infectious illnesses are spread from one person to another;
- Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses;
- Suggest medical and non-medical ways of treating an illness.
- Develop skills in discussion and debating an issue;
- Demonstrate their understanding of health and wellbeing issues that are relevant to them;
- Empathise with different view points;
- Make recommendations, based on their research.
- 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.
- Demonstrate how working together in a collaborative manner can help everyone to achieve success;
- Understand and explain how the brain sends and receives messages through the nerves.
- 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.
- 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.

Year 4

- Identify ways in which everyone is unique;
- 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.
- 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 differently.

- 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).
- 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.
- 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 community.

Year 5

- Know two harmful effects each of smoking/drinking alcohol.
- Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health.
- Understand the actual norms around smoking and the reasons for common misperceptions of these.
- 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 exercise for the human body and its health.
- Identify their own strengths and talents;
- Identify areas that need improvement and describe strategies for achieving those improvements.
- State what is meant by community;
- Explain what being part of a school community means to them;
- Suggest ways of improving the school community.
- Identify people who are responsible for helping them stay healthy and safe;
- Identify ways that they can help these people.
- 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 that 'ordinary' people have.

Year 6

- 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.
- Identify aspirational goals;
- Describe the actions needed to set and achieve these.
- Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.
- Identify risk factors in a given situation (involving alcohol);
- Understand and explain the outcomes of risk-taking in a given situation, including emotional risks;
- Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.
- 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.

Growing and Changing

Year 1

- Name major internal body parts (heart, lungs, blood, stomach, intestines, brain);
- Understand and explain the simple bodily processes associated with them
- 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
- Identify things they could do as a baby, a toddler and can do now;
- Identify the people who help/helped them at those different stages
- 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
- 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.
- Identify parts of the body that are private;
- Describe ways in which private parts can be kept private;
- Identify people they can talk to about their private parts

Year 2

- Demonstrate simple ways of giving positive feedback to others
- Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.
- 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.
  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 same body parts but that they can look different from person to person.
- Explain what privacy means;
- Know that you are not allowed to touch someone's private belongings without their permission.
- Give examples of different types of private information.

Year 3

- Identify different types of relationships;
- Recognise who they have positive healthy relationships with.
- Understand what is meant by the term body space (or personal space);
- 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.
  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
- Explain whose responsibility it is to look after the local environment;
- Plan and carry out an event which will benefit the local environment.

Year 4

- 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.
- 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.
- Identify parts of the body that males and females have in common and those that are different;
- Know the correct terminology for their genitalia;
- 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.
- Understand that marriage is a commitment to be entered into freely and not against someone's will;
- Recognise that marriage includes same sex and opposite sex partners;
- Know the legal age for marriage in England or Scotland;
- Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.

Year 5

- 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.
- Identify people who can be trusted;
- 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.
- 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.
- Know the correct words for the external sexual organs;
- Discuss some of the myths associated with puberty.
- Identify some products that they may need during puberty and why;
- Know what menstruation is and why it happens.
- 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.
- Identify the consequences of positive and negative behaviour on themselves and others;
- Give examples of how individual/group actions can impact on others in a positive or negative way.
- Explain the difference between a safe and an unsafe secret;
- Identify situations where someone might need to break a confidence in order to keep someone safe.
- Recognise that some people can get bullied because of the way they express their gender;
- Give examples of how bullying behaviours can be stopped.

Year 6

- Recognise some of the changes they have experienced and their emotional responses to those changes;
- Suggest positive strategies for dealing with change;
- Identify people who can support someone who is dealing with a challenging time of change.
- Understand that fame can be short-lived;
- Recognise that photos can be changed to match society's view of perfect;
- Identify qualities that people have, as well as their looks.
- 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.
- 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 be.
- Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;
- Suggest strategies that would help someone who felt challenged by the changes in puberty;
- Know where someone could get support if they were concerned about their own or another person's safety.
- Explain the difference between a safe and an unsafe secret;
- Identify situations where someone might need to break a confidence in order to keep someone safe.
- Identify the changes that happen through puberty to allow sexual reproduction to occur;
- Know a variety of ways in which the sperm can fertilise the egg to create a baby;