



High Hesket CE School

RELATIONSHIPS AND SEX EDUCATION POLICY

This policy covers our school's approach to Relationship and Sex Education (RSE) at High Hesket CE School. As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017. In teaching RSE, we must have regard to guidance issued by the Secretary of State as outlined in Section 403 of the Education Act 1996.

At High Hesket CE School, we aim to:

- Provide children with key knowledge and skills to help keep them safe and embrace the challenges of creating a happy and successful adult life.
- Share our RSE programme with families so that they can also support their children's physical, moral, mental wellbeing and emotional development at home.
- Teach RSE in the context of relationships, promoting self-esteem, emotional health and wellbeing to help children and young people to form healthy, meaningful relationships, based on respect for themselves and for others.

The key objectives of our RSE programme are:

- To provide the knowledge and information to which all children are entitled;
- To clarify/reinforce existing knowledge;
- To raise children's self-esteem and confidence, especially in their relationships with others;
- To understand the importance of safe and stable relationships that promote respect, love and care;
- To help children develop skills (language, decision making, choice, assertiveness, resilience) and make the most of their abilities;
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support;
- To develop skills for a healthier safer lifestyle;
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- To develop resilience and positivity when responding to influences that may affect body image;
- To reinforce and develop children's understanding of how to stay safe online;
- To respect and care for their bodies;
- To be prepared for puberty and adulthood;
- To respond to the needs of children and parents/carers by providing accurate knowledge of sexual matters at a level suitable to children's age and understanding and to dispel myths and rumour;
- To foster an understanding and acceptance that relationships can be formed in diverse and varied ways, for example; people of the same gender.

School Vision Statement:

At High Heskett CE School we prepare our children for the exciting world around them by ensuring that they are ready for “life in all its fullness” (John 10:10). Our community places outdoor learning at the centre and enables children to feel confident, happy, safe and supported whilst encouraging respect for all others. Through our curriculum we foster creativity, kindness and friendship in order to allow all children to flourish and grow.

School values:

Community, safety, respect, kindness, happiness, outdoor learners, friendships, confidence, supportive, creativity

Our golden rule:

Treat others as you would like them to treat you. (Luke 6:31)

What is Relationships and Sex Education?

Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, sexuality, sexual health and digital well-being. High Heskett Church of England School believes that high quality RSE helps create a safe school community in which children can grow, learn, be happy, healthy and manage the challenges and opportunities of modern Britain. It is designed to equip children with the knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world continues to change and evolve; therefore the content is centred around 21st century living so that it is relevant for all children.

How will RSE be taught and assessed?

RSE will occur in school in the “formal curriculum” i.e. the planned programme of learning activities which are expressed through the school’s timetable. RSE may be taught as a subject in its own right or within another subject. RSE and Health education complements several National Curriculum subjects such as Citizenship, PE, Computing and Science. Much of the curriculum will be part of whole class teaching however in order to meet the needs of all children it will occasionally be necessary to identify small groups of children to work on specific areas. Relationships and Sex Education may also occur in school in the “informal curriculum” for example in response to questions. At High Heskett School RSE will be delivered by teachers, higher level teaching assistants and/or educational professionals deemed responsible by the school (including the school nurse). All information will be given sensitively and in a manner appropriate to the maturity and needs of the child (including those with SEND). RSE will be assessed through the school’s normal assessment procedures. The teaching and learning of RSE will be monitored regularly by the Senior Leadership Team and PSHE co-ordinator through learning walks and curriculum studies.

Establishing a safe, open and positive learning environment, built on trusting relationships between all members of the class community is vital to successful and effective teaching and learning within this subject. At High Heskett we want to foster an atmosphere where children treat each other sensitively, with respect and do not feel embarrassed or anxious during discussions. Questions raised by children will be answered honestly and with a degree of detail appropriate to the child’s age and stage of development. Teachers will use their professional skill and discretion before answering questions and if necessary will deal with questions on an individual basis after the lesson. Where questions require a response that goes beyond the prescribed programme of study for the year group, children will be encouraged to ask the question at home and where appropriate, teachers will discuss a child’s concerns with parents. Teachers are aware that effective RSE can in some circumstances lead to the disclosure of a safeguarding issue. The usual standards of confidentiality

between child and teacher will be observed, except where a child's question might suggest the possibility of abuse. In these circumstances, the Designated Safeguarding Lead will be informed and the School's Safeguarding policy will be followed.

What content will be covered?

Throughout primary school, children will be taught content on the following:

Relationships education:

Children will be taught what a relationship is, what friendship is, what family means and who can support them. In an age appropriate way, High Hesket CE School will cover how to treat each other with kindness, consideration and respect. By the end of Key Stage 2 (KS2), all children will have covered the subjects:

- families and people who care for them
- caring friendships
- respectful relationships
- online relationships
- being safe

These areas of learning are taught within the context of family, taking care to ensure that children understand there are many different types of family (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) In KS2, children will be taught that the term 'relationship' may refer to two people of the same or different: gender, ethnicity, religion/belief, or ability/disability. The promotion of any type of relationship shall not occur.

Health education:

Children will be taught the importance of making good decisions about their own health and wellbeing, to recognise issues in themselves and others and to seek support as early as possible when issues arise. By the end of KS2, all children will have covered the subjects:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

All teaching will reflect the age, maturity and religious background of the children. Relationships and Health education is compulsory therefore children cannot be withdrawn. It is important that all children receive this content. A detailed overview of the curriculum and coverage for each year group can be found in appendices 1 and 2.

Sex Education

In Year 5 the National Curriculum for Science includes some objectives which are related to Sex Education:

- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age (including learning about the changes experienced in puberty).

This content is compulsory and therefore children cannot be withdrawn.

High Hesket CE School believes it is important that the transition phase before moving to secondary school supports children's ongoing emotional and physical development effectively. The Department for Education recommends that all primary schools should have a sex education programme tailored to the age and physical and emotional maturity of the children that ensures both boys and girls are prepared for the changes that adolescence brings.

As a result, High Hesket CE School covers some additional content in Year 6. We aim to use a specialist health and education service to help deliver the sessions (also used in Year 5) and the content covers the following objective:

- Learn about the mechanics of human sexual reproduction and how a baby is born.

Sessions are all delivered under the umbrella of loving relationships, self-esteem and consent and children will watch appropriate visual resources. Boys and girls will work together in some sessions but will work separately on occasions to allow for discussions to take place and questions to be answered. Appendix 1 contains more information about the statutory content of the RSE curriculum.

There is a need for partnership and trust between parents and the school, and dialogue with the school is encouraged for any parents who may have concerns. School will deliver all issues in a sensitive and age appropriate manner and the resources that will be used with the children will also be available for parents to view prior to them being used with the children. Parents do have the right to withdraw their child from these specific non-statutory lessons and the head teacher must grant this request. They will be informed by letter when these sessions are going to be delivered and may at any time discuss issues with members of staff.

How was this policy produced and who is responsible?

The policy was produced by the Personal, Social and Health Education (PSHE) co-ordinator, head teacher and governors in consultation with parents. It began with a review of relevant national and local guidance followed by staff consultation. Parents were then consulted through written communication and, once amendments were made, it was shared with and ratified by the school governing body. It should be read in conjunction with our other policies, including our: Safeguarding Policy, Behaviour Policy, Anti Bullying Policy, Internet Safety Policy and Inclusion Policy.

The governing board approve the RSE policy and hold the Headteacher to account for its implementation. The Headteacher is responsible for ensuring that RSE is taught consistently across the school and for managing requests to withdraw pupils from non-statutory components.

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes towards RSE
- Monitoring progress
- Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching RSE. However, if a staff member has additional learning and development needs these will be supported by the school for example through mentoring from a more experienced staff member.

This policy will be reviewed by the Headteacher, PSHE Subject Leader and Governing Body annually.

APPENDIX 1:

Overview of curriculum content to be covered by the end of Key Stage 2:

Taken from: Relationships Education, Relationships and Sex Education (RSE) and Health Education, statutory guidance from the Department for Education.

TOPIC	PUPILS SHOULD KNOW
<p>RELATIONSHIPS EDUCATION:</p> <p>Families and people who care about me</p>	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability. • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
<p>RELATIONSHIPS EDUCATION:</p> <p>Caring friendships</p>	<ul style="list-style-type: none"> • 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.
<p>RELATIONSHIPS EDUCATION:</p> <p>Respectful relationships</p>	<ul style="list-style-type: none"> • 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.
<p>RELATIONSHIPS EDUCATION:</p> <p>Online relationships</p>	<ul style="list-style-type: none"> • 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.

TOPIC	PUPILS SHOULD KNOW
<p>RELATIONSHIPS EDUCATION:</p> <p>Being safe</p>	<ul style="list-style-type: none"> • 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.
<p>HEALTH EDUCATION:</p> <p>Mental well being</p>	<ul style="list-style-type: none"> • That mental wellbeing is a normal part of daily life, in the same way as physical health. • That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • How to recognize and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • Where and how to seek support (including recognizing the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
<p>HEALTH EDUCATION:</p> <p>Internet safety and harms</p>	<ul style="list-style-type: none"> • That for most people the internet is an integral part of life and has many benefits. • About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • How to consider the effect of their online actions on others and know how to recognize and display respectful behavior online and the importance of keeping personal information private. • Why social media, some computer games and online gaming, for example, are age restricted. • That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • Where and how to report concerns and get support with issues online.
<p>HEALTH EDUCATION:</p> <p>Physical health and fitness</p>	<ul style="list-style-type: none"> • The characteristics and mental and physical benefits of an active lifestyle. • The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • The risks associated with an inactive lifestyle (including obesity). • How and when to seek support including which adults to speak to in school if they are worried about their health.
<p>HEALTH EDUCATION:</p> <p>Healthy eating</p>	<ul style="list-style-type: none"> • What constitutes a healthy diet (including understanding calories and other nutritional content). • The principles of planning and preparing a range of healthy meals. • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviors (e.g. the impact of alcohol on diet or health).

TOPIC	PUPILS SHOULD KNOW
<p>HEALTH EDUCATION:</p> <p>Drugs, alcohol and tobacco</p>	<ul style="list-style-type: none"> • The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
<p>HEALTH EDUCATION:</p> <p>Health and prevention</p>	<ul style="list-style-type: none"> • How to recognize early signs of physical illness, such as weight loss, or unexplained changes to the body. • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • The facts and science relating to allergies, immunization and vaccination.
<p>HEALTH EDUCATION:</p> <p>Basic first aid</p>	<ul style="list-style-type: none"> • How to make a clear and efficient call to emergency services if necessary. • Concepts of basic first-aid, for example dealing with common injuries, including head injuries.
<p>HEALTH EDUCATION:</p> <p>Changing adolescent body</p>	<ul style="list-style-type: none"> • 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 including the key facts about the menstrual cycle.

APPENDIX 2:

Whole school overview/coverage broken down into individual year groups.

Year Group	Autumn	Spring	Summer
Nursery	<p>Plays in a group, extending and elaborating play ideas. Initiates play, offering cues to peers to join in. Responds to what others say or do and keeps play going. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>	<p>Selects and uses activities and resources with help. Enjoys responsibility of carrying out small tasks. Talks confidently to other children when playing. Communicates freely about own home and community. Shows confidence in asking adults for help. Welcomes and values praise for what they have done. Is more outgoing towards unfamiliar people and more confident in new social situations.</p>	<p>Begins to accept the needs of others. Takes turns and shares resources, sometimes with support. Adapts behaviour to different events, social situations and changes in routine. Is aware of own feelings and knows that some actions and words can hurt others' feelings. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</p>
Reception	<p>Shows sensitivity to others' needs and feelings and forms positive relationships with adults and other children. Knows when to say "Thank you" and "Sorry". Talks about how they and others show feelings. Says why they like some activities more than others. Says why someone is special to them. Confident to speak to others about own needs, wants, interests and opinions. Knows personal likes, dislikes and preferences. Plays co-operatively, taking turns with others. Takes steps to resolve conflicts with other children by finding compromises. Recognises, names and owns everyday feelings such as happy, sad and cross. Beginning to be able to negotiate and solve problems without aggression. Joins in and enjoys a range of activities. Works together cooperatively towards common goals. Confident to try new activities. Says when they do or don't need help. Initiates conversations, attends to and takes account of what others say. Can describe self in positive terms and talk about abilities. Recognises that they are unique. Celebrates individuality.</p>	<p>Works as part of a group or class, and understands and follows the rules. Takes account of one another's ideas about how to organise an activity. Confident to speak in a familiar group. Talks about their ideas. Asks appropriate questions of others. Recognises what can cause different feelings (e.g. sympathy, sadness, relief). Talks about their own and others' behaviour and its consequences. Understands the importance of personal hygiene. Knows that bullying is unacceptable behaviour. Shows sensitivity to others' needs and feelings and forms positive relationships with adults and other children. Recognises ways in which their families are special. Can describe self in positive terms and talks about abilities. Recognises their achievements and what they are good at. Explains own knowledge and understanding. Says when they do or don't need help. Knows the people who look after them and their different roles and responsibilities.</p>	<p>Asks appropriate questions of others. Chooses resources they need for their chosen activities. Takes account of one another's ideas about how to organise an activity. Recognises that their bodies can do lots of different things. Knows why it is important to be physically active. Shows awareness of physical differences. Joins in and enjoys a range of activities. Talks about how they and others show feelings. Knows how to care for living things. Says when they do or don't need help. Knows how to make good decisions. Begins to develop an awareness of E-Safety. Explains own knowledge and understanding. Shows sensitivity to others' needs and feelings and forms positive relationships with adults and other children. Talks about their own and others' behaviour and its consequences. Plays cooperatively and learns to take turns. Takes steps to resolve conflicts with other children by finding compromises. Confident to speak to others about own needs, wants, interests and opinions. Beginning to be able to negotiate and solve problems without aggression. Beginning to consider the impact of their actions on others and the environment.</p>
Year One	<p>Understand the reason why we have rules and learn about rules as expectations. Understand to agree and follow rules for their group and classroom. Recognise why rules and expectations are important. Be able to say why rules applying to them are necessary. Recognise how their behaviour affects other people.</p>	<p>To learn to eradicate germs and the spread of diseases by washing hands. To understand how germs spread infections and diseases. Make simple choices that improve their health and well-being e.g. healthy eating. Manage basic personal hygiene. To learn about where vegetables and fruit grow.</p>	<p>Recognise what is kind and unkind behaviour. Understand that family and friends should care for each other. Recognise how their behaviour affects other people. Consider different types of teasing and bullying, understand that bullying is wrong and know how to get help to deal with bullying. Recognise right and wrong. Recognise how attitude and behaviour, including bullying, may</p>

<p>Recognise right and wrong, what is fair and unfair and explain why. Recognise the difference between right and wrong, what is fair and unfair and good and bad choices. Learn about how they can contribute to the life of the class. Listen to and show consideration for other people's views. Listen to, reflect on and respect other people's views and feelings. Consider ways of looking after the school or community and how to care for the local environment. Express views and take part in decision-making activities to improve their immediate environment or community. Take turns and share as appropriate. Suggest rules that would improve things for the common good. Know where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). Learn about whom to go to for help and advice and be able to seek help when necessary. Recognise what they like and dislike. Recognise that there are people who care for and look after them. Identify different relationships that they have and why these are important. Recognise and respond to different issues of safety relating to themselves and others and how to get help. Learn about the conventions of courtesy and manners. Recognise how attitude and behaviour, including bullying, may affect others. Work and play independently and in groups, showing sensitivity to others. Know that that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. Learn about making positive choices and how they can lead to happiness. Recognise, name and manage feelings in a positive way. Recognise how their behaviour and that of others may influence people both positively and negatively. Know 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. Recognise and communicate feelings to others. Learn how to share their views.</p>	<p>Make positive real life choices. To understand the need for protein as part of a balanced diet. To recognise which types of food are healthy. Recognise why healthy eating and physical activity are beneficial. To apply their knowledge of healthy eating to different situations. To understand the need for physical activity to keep healthy. To recognise the benefits of regular exercise and understand the particular benefits of different physical activities for promoting health. 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. Reflect on and respect the similarities and differences between people. Recognise right and wrong, what is fair and unfair and explain why. Recognise the difference between right and wrong, fair and unfair and good and bad choices. Know about different types of teasing and bullying, the impact of bullying, responsibilities of bystanders and how to get help. Learn about bullies and bullying behaviour. Understand that bullying is wrong. Understand the difference between impulsive and considered behaviour. Recognise how their behaviour affects other people. Recognise how attitude and behaviour, including bullying, may affect others. Recognise how attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying. Recognise how their behaviour and that of others may influence people both positively and negatively. Understand that name-calling is hurtful and avoidable. Take part in discussions with the whole class. Understand what is and what is not bullying behaviour.</p>	<p>affect others. Recognise how their behaviour and that of others may influence people both positively and negatively. Know that families are important for children growing up because they can give love, security and stability. Recognise that there are people who care for and look after them. Identify different relationships that they have and why these are important. Develop positive relationships through work and play. Listen to and show consideration for other people's views. Listen to, reflect on and respect other people's views and feelings. Identify their special people and what makes them special. Understand that people and other living things have needs and that they have responsibilities to meet them. Make positive real-life choices. Work independently and in groups, taking on different roles and collaborating towards common goals. Take the lead, prioritise actions and work independently and collaboratively towards goals. Consider ways of looking after the school or community and how to care for the local environment. Express views and take part in decision-making activities to improve their immediate environment or communities. Know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. To understand the importance of sun safety. To know how to keep safe in the sun. Recognise and manage risk in everyday activities. Take responsibility for own safety and the safety of others and be able to seek help when necessary or in an emergency. Make simple choices that improve their health and well-being. Learn rules for, and ways of, keeping safe, including basic road safety and about people who can help them to stay safe. Develop an awareness of the Green Cross Code. Demonstrate basic road safety skills. Recognise notes and coins. Recognise/understand where money comes from and the choices people make to spend money on things they want and need. Understand the role of money in our society. Identify the different types of work people do and learn about different places of work. Understand why it is important to keep money safe.</p>
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Year Two

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.

Learn about some similarities and differences between people from different countries and the importance of cross-cultural friendships.

Recognise that there are people who care for and look after them.

Identify different relationships that they have and why these are important.

Develop positive relationships through work and play.

Recognise how attitude and behaviour, including bullying, may affect others.

Listen to and show consideration for other people's views.

Listen to, reflect on and respect other people's views and feelings.

Learn about the importance of sharing as part of friendship and kindness.

Work and play independently and in groups, showing sensitivity to others.

Recognise the difference between right and wrong, fair and unfair and good and bad choices.

Learn to take part in discussions with the whole class.

Recognise right and wrong, what is fair and unfair and explain why and recognise how behaviour affects other people.

Understand our role in the class community and how to contribute to the life of the classroom.

Work independently and in groups, taking on different roles and collaborating towards common goals.

Consider ways of looking after the school or community and how to care for the local environment.

Express views and take part in decision-making activities to improve their immediate environment or communities.

Recognise how their behaviour and that of others may influence people both positively and negatively.

Self-assess, understanding how this will help future actions.

Understand that all actions have consequences.

Take responsibility for our actions.

Recognise, name and manage feelings in a positive way.

Think about themselves, learn from experiences and recognise what they are good at.

Recognise choices that they can make and value their achievements.

Make positive real-life choices.

Recognise own strengths and how they can contribute to different groups.

Set goals, prioritise and manage time and resources,

Learn about the importance of and reasons for bathing and showering.

Understand the importance of maintaining personal hygiene.

Make simple choices that improve their health and well-being e.g. healthy eating.

Manage basic personal hygiene.

To learn about the importance of effective teeth cleaning and good dental hygiene.

To learn how to take care of teeth, in addition to brushing.

To find out which foods are good for us.

To understand the importance of a healthy lifestyle, including dental hygiene.

Learn about the importance of medicine safety.

Know that all household products, including medicines, can be harmful if not used properly.

Recognise that some substances can help or harm the body.

Seek help from an appropriate adult when necessary.

Know how to keep safe and how and where to get help.

Recognise and manage risk in everyday activities.

Identify, reflect and respect similarities and differences between people and genders.

Learn about the process of growing from young to old.

Learn the names for different parts of the body.

Learn about the physical changes in our bodies as we grow from birth.

Understand emotional changes as we grow up.

Know that they have rights over their own bodies.

Learn about how our needs change and grow as we develop.

Know how to ask for advice or help for themselves or others, and to keep trying until they are heard.

Know about different types of bullying and teasing, the impact of bullying, responsibilities of bystanders and how to get help.

Understand that bullying is wrong.

Understand who can help if someone is affected by bullying.

Recognise the people that care and look after them.

Identify different relationships that they have and why these are important.

Recognise and respond to issues of safety relating to themselves and others and how to get help.

Understand that family and friends should care for each other.

Recognise how their behaviour affects other people.

Recognise the difference between right and wrong.

Recognise right and wrong, what is fair and unfair and explain why.

Recognise how their behaviour and that of others may influence people both positively and negatively.

Listen to, reflect on and respect other people's views and feeling.

Learn strategies to cope with unfair teasing.

Understand the role of the local community.

Listen to and show consideration for other people's views.

Work independently and in groups, taking on different roles and collaborating towards common goals.

Consider ways of looking after the school or community and how to care for the local environment.

Identify the importance of rules and be able to say why rules applying to them are necessary.

Suggest rules that would improve things for the common good.

Know that that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.

Learn about a range of different feelings and emotions.

Understand that it is acceptable to feel a range of emotions.

Understand and be aware of the different ways to show sadness.

Understand about coping with change and loss.

Learn about the importance of love.

Recognise, name and deal with their feelings in a positive way.

Understand the importance of managing money carefully.

Recognise where money comes from and the choices people make to spend money on things they want and need.

Understand that we cannot always afford the items we want to buy.

	<p>understanding how this will help their future actions. Recognise the importance of listening to other people. Understand the importance of being able to work cooperatively. Understand the concept of negotiation. Share opinions on things that matter to them. Negotiate and present own views.</p>		
<p>Year Three</p>	<p>Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. Show awareness of issues affecting communities and groups. Identify and understand why laws are made and how they are applied justly. Reflect on the impact of people's actions on others. Know how to keep safe and how and where to get help. Recognise and respond to issues of safety relating to themselves and others and how to get help. Use strategies to stay safe when using ICT and the internet. Use ICT safely including using software features and settings. Behave safely and responsibly in different situations. Follow school rules about health and safety and know where to get help. Know 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. Know how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. Use ICT safely including keeping electronic data secure. Begin to make responsible choices and consider consequences. Know and understand the features of a good friend. Understand why it is important to be positive in relationships with others. Work co-operatively, showing fairness and consideration to others. Talk about views on issues that affect the class. Empathise with another viewpoint. Know how important friendships are in making us feel happy and secure, and how people choose and make friends. Know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Know 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. Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). Form and maintain appropriate relationships with a range of different people.</p>	<p>Know that mental wellbeing is a normal part of daily life, in the same way as physical health. Know and understand the difference between the terms physical, emotional and mental. Recognise and respect similarities and differences between people. Recognise the benefits of regular exercise and understand the particular benefits of different physical activities for promoting health. Self-assess, understanding how this will help future actions. Develop strategies for managing and controlling strong feelings and emotions. Explore the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle. Begin to make informed lifestyle choices. Become more self-aware. Understand why setting goals is important. Listen to, reflect on and respect other people's views and feelings. Set goals, prioritise and manage time and resources, understanding how this will help future actions. Know the importance of sufficient, good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. Begin to make responsible choices and consider consequences. Recognise that there are many ways to communicate. Understand the need to communicate clearly. Work co-operatively, showing fairness and consideration to others. Face new challenges positively and know when to seek help. Understand why it is important to listen to others. Talk about views on issues that affect the class. Empathise with another viewpoint. Understand why it is important to be part of a community. Show awareness of issues affecting communities and groups. Recognise the importance of local organisations in providing for the needs of the local community. Reflect on how people can take actions, make a positive contribution and have a say in what happens, both locally and nationally. Work independently and in groups, taking on different roles and</p>	<p>Understand that the rate at which we grow differs from person to person. Recognise and respect similarities and differences between people. Listen to and show consideration for other people's views. Show awareness of changes that take place as they grow. Know and understand how to look after our teeth. Understand what happens when we lose teeth as we grow up and why this happens. Recognise the importance of local organisations in providing for the needs of the local community. Make decisions, giving consideration to the impact they may have on others. Recognise and manage risk in everyday activities. Take responsibility for own safety and the safety of others and be able to seek help in an emergency. Extend strategies to cope with risky situations. Behave safely and responsibly in different situations. Know how to make a clear and efficient call to emergency services if necessary. Understand the meaning of the word 'healthy'. Negotiate and present my own views. Explore the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle. Begin to make informed lifestyle choices. Know the risks associated with an inactive lifestyle (including obesity). Know the recommended guidelines for physical activity and understand the reasons for these. Recognise the benefits of regular exercise and understand the particular benefits of different physical activities for promoting health. Begin to make responsible choices and consider consequences. Know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. Identify the difference between needs and wants. Recognise the factors influencing opinion and choice, including the media. Understand why it is important to listen to others. Work co-operatively, showing fairness and consideration to</p>

		<p>collaborating towards common goals. Recognise how new relationships may develop.</p>	<p>others. Reflect on own mistakes and make amends.</p>
<p>Year Four</p>	<p>To use ICT safely including using software features and settings. Know how information and data is shared and used online. Show awareness of issues affecting communities and groups. Reflect on the impact of people's actions on others. Recognise and respond to issues of safety relating to themselves and others and how to get help. Begin to make responsible choices and consider consequences. Behave safely and responsibly in different situations. Know that for most people the internet is an integral part of life and has many benefits. Know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. To know why social media, some computer games and online gaming, for example, are age restricted. To know where and how to report concerns and get support with issues online. Know what a stereotype is, and how stereotypes can be unfair, negative or destructive. Know and understand the terms 'discrimination' and 'stereotype'. Challenge stereotypes relating to gender and work. Recognise the importance of local organisations in providing for the needs of the local community. Reflect on how people can take actions, make a positive contribution and have a say in what happens, both locally and nationally. Work independently and in groups, taking on different roles and collaborating towards common goals. Recognise how new relationships may develop. Know how to recognise the difference between isolated hostile incidents and bullying. Recognise how attitude and behaviour, including bullying, may affect others. Recognise how attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying. Talk about views on issues that affect the class. Identify strategies to respond to negative behaviour constructively and ask for help. Understand the nature and consequences of negative behaviours such as bullying, aggressiveness. Understand what self-esteem is and why it is important. Know how to communicate their opinions in a group setting. Empathise with another viewpoint. Understand the terms 'resilience' and 'persistence' and why these character traits are important.</p>	<p>Know what constitutes a healthy diet (including understanding calories and other nutritional content). Know where different foods come from. Explore the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle. Begin to make informed lifestyle choices. Know about and understand the function of different food groups for a balanced diet. Know the principles of planning and preparing a range of healthy meals. Work collaboratively towards common goals. Reach agreements, make decisions and manage discussions to achieve positive results. Recognise stereotyping and discrimination. Identify the range of jobs carried out by people they know. Reflect on the range of skills needed in different jobs. Learn to prepare and cook a variety of dishes. Work co-operatively, showing fairness and consideration to others. Face new challenges positively and know when to seek help. Behave safely and responsibly in different situations. Form and maintain appropriate relationships with a range of different people. Understand why it is important to listen to others. Talk about views on issues that affect the class. Empathise with another viewpoint. Know how to communicate their opinions in a group setting. Listen to and show consideration for other people's views. Know that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. Develop strategies for managing and controlling strong feelings and emotions. Identify strategies to respond to negative behaviour constructively and ask for help.</p>	<p>Understand that everyone has different strengths and weaknesses. Recognise own strengths and how they can contribute to different groups. Identify and talk about own and others' strengths and weaknesses and how to improve. Self-assess, understanding how this will help future actions. Begin to reflect on own worth as an individual by identifying positive things about themselves and their achievements. Learn about the importance of self-respect and how this links to their own happiness. Recognise what they are good at. Recognise, name and manage feelings in a positive way. Know how to set realistic targets. Understand how to break down the steps needed to achieve a goal. Reflect on the range of skills needed in different jobs. Recognise why people work. Begin to make responsible choices and consider consequences. Understand how we are all connected by our similarities. Work co-operatively, showing fairness and consideration to others Recognise and respect similarities and differences between people. Empathise with another viewpoint. Know 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. Know and understand how the make-up of family units can differ. Form and maintain appropriate relationships with a range of different people. Understand and appreciate the range of different cultures and religions represented within school. Learn about the need for tolerance for those of different faiths and beliefs. Recognise stereotyping and discrimination. Listen to, reflect on and respect other people's views and feelings. Challenge stereotyping and discrimination. Talk about views on issues that affect the class. Know what a stereotype is, and how stereotypes can be unfair, negative or destructive. Understand the term 'diversity' and appreciate diversity within school. Learn about the need for tolerance for those who are different from us.</p>

	<p>Work and play independently and in groups, showing sensitivity to others.</p> <p>Respond to challenges, including recognising, taking and managing risk.</p> <p>Face new challenges positively and know when to seek help.</p> <p>Know 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.</p> <p>Know how to recognise bullying behaviour.</p> <p>Work co-operatively, showing fairness and consideration to others.</p> <p>Recognise right and wrong, what is fair and unfair and explain why.</p> <p>Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>Develop strategies for managing and controlling strong feelings and emotions.</p> <p>Recognise how their behaviour and that of others may influence people both positively and negatively.</p>		
<p>Year Five</p>	<p>Understand how we are all connected by our similarities.</p> <p>Work co-operatively, showing fairness and consideration to others.</p> <p>Recognise and respect similarities and differences between people.</p> <p>Empathise with another viewpoint.</p> <p>Know 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.</p> <p>Know and understand how the make-up of family units can differ.</p> <p>Form and maintain appropriate relationships with a range of different people.</p> <p>Understand and appreciate the range of different cultures and religions represented within school.</p> <p>Learn about the need for tolerance for those of different faiths and beliefs and for those who are different from us.</p> <p>Recognise stereotyping and discrimination.</p> <p>Listen to, reflect on and respect other people's views and feelings.</p> <p>Challenge stereotyping and discrimination.</p> <p>Talk about views on issues in class.</p> <p>Understand the benefits of living in a diverse community and learn to celebrate diversity.</p> <p>Recognise that communities and the people within them are diverse, changing and interconnected.</p> <p>Discuss how people can live and work together to benefit communities.</p> <p>Work independently and in groups, taking on different roles and collaborating towards common goals.</p>	<p>Show awareness of changes that take place as they grow.</p> <p>Know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>Recognise how their behaviour and that of others may influence people both positively and negatively.</p> <p>Work and play independently and in groups, showing sensitivity to others.</p> <p>Understand the physical and emotional changes that take place during puberty, why they are taking place and the importance of personal hygiene.</p> <p>Recognise how new relationships may develop.</p> <p>Manage changing emotions and recognise how they can impact on relationships.</p> <p>Know the characteristics and mental and physical benefits of an active lifestyle.</p> <p>Understand the importance of making changes in adopting a healthier lifestyle.</p> <p>Negotiate and present own views.</p> <p>Reflect on how to deal with feelings about themselves, their family and others in a positive way.</p> <p>Develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures.</p> <p>Recognise that when the body changes during puberty it can affect feelings and behaviour.</p> <p>Take responsibility for own physical activity and nutrition in achieving a physically and mentally healthy lifestyle.</p> <p>Identify how to find information and advice through help lines.</p>	<p>Know what constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>Know about the different food groups and their related importance as part of a balanced diet.</p> <p>Develop an awareness of their own dietary needs.</p> <p>Reach agreements, make decisions and manage discussions to achieve positive results.</p> <p>Negotiate and present own views.</p> <p>Explore the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle.</p> <p>Begin to make informed lifestyle choice.</p> <p>Know the principles of planning and preparing a range of healthy meals.</p> <p>Work collaboratively towards common goals.</p> <p>Recognise own strengths and how they can contribute to different groups.</p> <p>Listen to and show consideration for other people's views.</p> <p>Work independently and in groups, taking on different roles and collaborating towards common goals.</p> <p>Take responsibility for own physical activity and nutrition in achieving a physically and mentally healthy lifestyle.</p> <p>Know how to cook and apply the principles of nutrition and healthy eating.</p> <p>Prepare and cook with a variety of ingredients, using a range of cooking techniques.</p> <p>Respond to challenges, including recognising, taking and managing risk.</p> <p>Make connections between own learning, the world of work and</p>

	<p>Talk with a wide range of adults. Know what a stereotype is, and how stereotypes can be unfair, negative or destructive. Understand the term 'diversity' and appreciate diversity within school. Know 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. Recognise that people can feel alone and misunderstood and learn how to give appropriate support. Develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures. Identify how to find information and advice through help lines. Manage changing emotions and recognise how they can impact on relationships. Know about and understand the cyclic nature of life and how death is an inevitable part of this cycle. Know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. Understand the need for empathy when peers are experiencing conflict at home. Reflect on how to deal with feelings about themselves, their family and others in a positive way. Recognise that positive friendships and relationships can promote health and wellbeing.</p>	<p>Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. Take action based on responsible choices. Identify the different kinds of risks associated with the use and misuse of a range of substances and the impact that misuse of substances can have on individuals, their families and friends. Make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs. Know that mental wellbeing is a normal part of daily life, in the same way as physical health. Know about the basic synergy between physical, emotional and mental health. Begin to reflect on own worth as an individual by identifying positive things about themselves and their achievements. Know the importance of permission-seeking and giving in relationships with friends, peers and adults. Recognise that there are many different ways to communicate. Understand the need for confidentiality in certain situations Work co-operatively, showing fairness and consideration to others. Recognise and respond to issues of safety relating to themselves and others and how to get help. Know 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. Know and understand the importance of listening to others. Understand the role of the listener in any relationship. Listen to, reflect on and respect other people's views and feelings. Reflect on the many different types of relationships that exist. Understand the need to both listen and speak when communicating with others. Recognise that people can feel alone and misunderstood and learn how to give appropriate support.</p>	<p>future economic wellbeing. Take action based on responsible choice. Know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. Know about and understand the importance of touch in a range of contexts. Know the difference between appropriate and inappropriate touches. Know how to recognise and report feelings of being unsafe or feeling bad about any adult. Take responsibility for own safety and the safety of others and be able to seek help in an emergency. Recognise when physical contact is acceptable and unacceptable. Judge what kind of physical contact is acceptable or unacceptable in relationships. Understand that there are many situations in which collaboration is necessary. Understand the need to develop teamwork skills. Work co-operatively, showing fairness and consideration to others. Recognise how new relationships may develop. Reflect on the many different types of relationships that exist.</p>
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Year Six

Recognise own strengths and how they can contribute to different groups.
Identify and talk about own and others' strengths and weaknesses and how to improve.
Self-assess, understanding how this will help future actions.
Identify the skills they need to develop to make their own contribution in the working world in the future.
Be able to reflect on past achievements.
Recognise achievements of others as being worthwhile and important.
Work collaboratively towards common goals.
Make connections between learning, the world of work and future economic wellbeing.
Begin to set personal goals.
Recognise how their behaviour and that of others may influence people both positively and negatively.
To know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
Know the importance of self-respect and how this links to their own happiness.
Learn about racial discrimination and its impact on societies, past and present.
Identify different forms of discrimination against people in societies.
Recognise and respect similarities and differences between people.
Recognise stereotyping and discrimination.
Recognise the factors influencing opinion and choice, including the media.
Challenge stereotyping and discrimination.
Know what a stereotype is, and how stereotypes can be unfair, negative or destructive.
Learn about gender discrimination and its impact.
Know 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.
Learn about the importance of family within different cultures.

Know how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
Self-assess, understanding how this will help future actions.
Take responsibility for own safety and the safety of others and be able to seek help in an emergency.
Talk with a wide range of adults.
To know the facts and science relating to allergies, immunisation and vaccination.
Listen to and show consideration for other people's views.
Make responsible, informed decisions.
To know how and when to seek support including which adults to speak to in school if they are worried about their health.
To know that it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures.
Identify how to find information and advice through help lines.
Know that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
Reflect on the many different types of relationships that exist.
Know that mental wellbeing is a normal part of daily life, in the same way as physical health.
Know that bullying (including cyberbullying) has a negative and, often, lasting impact on mental wellbeing.
Recognise how attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying.
Recognise that positive friendships and relationships can promote health and wellbeing.
Know that relationships can change as a result of growing up.
Recognise how own behaviour and that of others may influence people both positively and negatively.
Reflect on how to deal with feelings about themselves, their family and others in a positive way.
Recognise that when the body changes during puberty it can affect feelings and behaviour.
Manage changing emotions and recognise how they can impact on relationships.

Learn about budgeting and what it means to budget.
Understand why financial management and planning is important from a young age.
Recognise that people's basic needs are the same around the world, discussing why some societies are more able to meet these needs than others.
Work collaboratively towards common goals.
Reach agreements, make decisions and manage discussions to achieve positive results.
Recognise how people manage money and learn about basic financial capability.
Make connections between their learning, the world of work and future economic wellbeing.
Look after own money and realise that future wants and needs may be met through saving.
Know and understand financial terms such as loan, interest, tax and discount.
Understand why aspirations are important in helping to plan for the future.
Identify the difference between needs and wants.
Set goals, prioritise and manage time and resources, understanding how this will help my future actions.
Identify the skills they need to develop to make their own contribution in the working world in the future.
Show initiative and take responsibility for activities that develop enterprise capability.
Begin to set personal goals.
Know and understand the principles of enterprise.
Understand profit and loss.
Recognise own strengths and how they can contribute to different groups.
Take the lead, prioritise actions and work independently and collaboratively towards goals.
Respond to challenges, including recognising, taking and managing risk.
Know and understand the principles of charity work.

