

THE EDUCATION VILLAGE ACADEMY TRUST



RSE Policy

Mainstream Primary

EVAT Version Control Document

| Version: | Date: | Policy Owner: | Amendments made by: | Details of amendments made: | Reviewed by: | Approved by: |
|----------|----------|-----------------|---------------------|-----------------------------|--------------|--------------|
| V0.1 | 18.1.23 | Alison Sinclair | New Policy | | | |
| V1.0 | 31.01.23 | Alison Sinclair | Wendy Turpin | Final version | ESC | 28.01.23 |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

Monitoring and review

This policy is reviewed **annually** by the Policy Owner: **Alison Sinclair**

The scheduled review date for this policy is **January 2024**.

Values and Ethos

Our values and ethos are inclusive and child centred. Our Trust is founded on the principles of inclusivity, diversity and fairness, and they are fundamental to our delivery of exceptional learning experiences.

EVAT stands for:

- **E**xcellence and high standards
 - a can-do culture and no-excuses ethos
- **V**alues driven with a deep sense of purpose
 - putting children and young people first
 - behaving ethically
- **A**mbitious and aspiration for all
 - irrespective of background or barriers – being truly inclusive
- **T**eamwork
 - we do more, better and faster, together

We are a village. We collaborate, with our learners, their families and our communities, to provide exceptional education so that all the children and young people we serve achieve the best possible outcomes.

Our Ethos is to:

- Create a nurturing and friendly atmosphere and provide an environment where everyone feels valued for who they are
- Bring out the best in every child and young person and meet the full range of their individual needs
- Provide different and unique experiences, challenges and activities
- Show tolerance and respect for each other
- Prepare our children and young people for lifelong learning
- Improve the life chances of every child and young person we serve.

This policy, and its associated procedures and protocols, are based on these key principles.

Contents:

| | |
|---|--|
| 1. Statement of Intent | |
| 2. Legal Framework | |
| 3. Roles and Responsibilities | |
| 4. Organisation of the curriculum | |
| 5. Consultation with parents | |
| 6. Relationships Education overview | |
| 7. Relationships Education by year group | |
| 8. Health Education overview | |
| 9. Health Education by year group | |
| 10. Sex Education | |
| 11. Delivery of the curriculum | |
| 12. Working with external experts | |
| 13. Equality and Accessibility | |
| 14. Curriculum links | |
| 15. Withdrawing from the subjects | |
| 16. Behaviour | |
| 17. Staff training | |
| 18. Confidentiality | |
| 19. Monitoring quality | |
| 20. Monitoring and review | |
| 21. Public Sector Equality Duty (Equality Act 2010) | |
| Appendix 1: Springfield Academy Curriculum map | |

Where reference is made to an 'Academy' or a 'School' the intention is that the policy is universal and applies to both.

1. Statement of intent

At The Education Village Academy Trust 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 and health curriculum for all our pupils. This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered.

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.

2. Legal framework

This policy has due regard to all relevant 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 (2021) 'Teaching about relationships, sex and health'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- SEND Policy
- Equity and Diversity Objectives Statement

- Child-on-child Abuse Policy
- Anti-bullying Policy
- E-Safety Policy
- Visitor Policy

3. Roles and responsibilities

The Education Standards Committee (ESC) 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.
- Ensuring that the school provides 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.

The Principal 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.

The RSHE 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, and health curriculum.
- Ensuring the relationships and health curriculum, as well as any optional sex education, is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships 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 Principal and Education Standards Committee

Teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships 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.
- 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 RSHE subject leader to evaluate the quality of provision.

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.

4. Organisation of the curriculum

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

For the purpose of this policy:

- “**Relationships education**” is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online.
- “**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.
- “**Sex education**” is defined as teaching pupils about developing healthy sexuality, and will cover issues, beyond those covered in the science and health curricula, that will be determined in response to the needs of the relevant cohort.

The school has organised a curriculum that is appropriate for the age and developmental stages of pupils within each year group. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

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 the school
- Submitting written feedback into the suggestions box in the school office.

5. Consultation with parents

The school understands the important role parents play in enhancing their children's understanding of relationships and health. Similarly, we also understand how important parents' views are in shaping the curriculum. This will include providing parents with frequent opportunities to understand and ask questions about the school's approach to relationships and health education.

The school will consult with parents when reviewing the content of the school's relationships and health education curriculum, and parents will be given opportunities to provide feedback regarding curriculum content. The school will consider the views of parents to inform decisions made about the curriculum content and delivery; however, parents will not be granted a 'veto' on curriculum content, and all final decisions will be the schools' to make.

Parents are provided with the following information:

- The content of the relationships and health curriculum
- The delivery of the relationships 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

6. Relationships education overview

Families and people who care for me

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

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

By the end of primary school, pupils will know:

- The importance of respecting others, even when they are very different from them, 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

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

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.

7. Relationships education per year group

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

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

Please see **Appendices 1 and 2** for the curriculum content of each Mainstream Primary.

8. Health education overview

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

Mental wellbeing

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, is 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

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

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

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

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

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

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

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.

9. Health education per year group

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

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

Please see **Appendices 1 and 2** for the curriculum content of each Mainstream Primary.

10. Sex education

All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum. At our school, we do teach pupils sex education beyond what is required of the science curriculum.

The organisation and delivery of our sex education curriculum, beyond the science curriculum content, is shared with parents in advance of curriculum delivery.

The age and development of pupils is always considered when delivering sex education.

Please see **Appendices 1 and 2** for the curriculum content of each Mainstream Primary.

11. Delivery of the curriculum

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

Sex education will be delivered through the science curriculum and the PSHE curriculum.

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.

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

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.

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.

We will ensure that LGBTQ+ content is fully integrated into the relationships and health curriculum, rather than delivered as a standalone unit or lesson. The school will ensure it is communicated to parents and stakeholders that LGBTQ+ relationships and content are not inherently sexual in nature, and parents do not have the right to withdraw their children specifically from lessons regarding LGBTQ+ issues.

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.

Any resources or materials used to support learning will be formally assessed by the RSHE subject leader before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning. 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. 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.

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

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.

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

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.

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.

Whilst there are no formal examinations for the relationships and health curriculum, the school will undertake informal assessments to determine pupil progress.

12. Working with external experts

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

Before delivering the session, the school will:

- Ensure the lesson the external expert has planned fits with the school's planned curriculum and this policy.
- Ensure the expert's credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy.
- Discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.
- 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.
- 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.

13. Equality and accessibility

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
- Sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school will ensure that relationships and health education programme is inclusive, and caters to the needs, of pupils with SEND or other support needs, such as those with SEMH needs.

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

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 or sexual harassment.

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.

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 sets out expectations of pupils.

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 wellbeing lead to discuss this.

14. Curriculum links

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

15. **Withdrawing from the subjects**

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

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.

The Principal will automatically 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; however, the Principal 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. The headteacher will discuss with the parent, the benefits of 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.

The Principal will keep a record of the discussion between themselves, the pupil and the parent. The parent will be informed in writing of the headteacher's decision.

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

16. **Behaviour**

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

Any bullying incidents caused as a result of the relationships and health education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school. 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. These incidents will be dealt with following the processes in our Behaviour Policy and Anti-bullying Policy.

17. Staff training

All staff members at the school will undergo training to ensure they are up-to-date with the relationship and health education programme and associated issues.

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.

18. Confidentiality

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. 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.

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. 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.

19. Monitoring quality

Pupils' development in RSE is monitored by class teachers as part of the school's internal assessment systems.

Assessments may include:

- Self-evaluations
- Lesson observations
- Learning walks
- Work scrutiny
- Lesson planning scrutiny

The RSE Lead is responsible for monitoring the quality of teaching and learning

The RSE Lead will contribute to the Principal's Report to the ESC. They will also work with the link governor to evaluate the effectiveness of the subjects and implement any changes.

20. Monitoring and review

The Education Standards Committee is responsible for approving this policy.

This policy will be reviewed on an annual basis by the Policy Owner. The next scheduled review date for this policy is **January 2024**. 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.

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

21. Public Sector Equality Duty (Equality Act 2010)

In preparing or amending this policy, the author has given due regard to the Public Sector Equality Duty; that is they have considered any potential impact on people who share certain protected characteristics. These protected characteristics are defined as: race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.

Appendix 1: Springfield Academy

Curriculum map

| | Online relationships |
|--------|---|
| Year 1 | To understand that people sometimes behave differently online, including by pretending to be someone else. |
| Year 2 | To know the rules and principles of keeping safe online, especially reporting and sharing with adults what they have encountered. |
| Year 3 | That the same principles of face to face relationships also apply to online relationships, including the importance of respect for others even when they are anonymous. |
| Year 4 | How to recognise risks, harmful content and contact online, and how to report this officially. |
| Year 5 | How to critically evaluate their online friendships and sources of information, including the risks associated with people they have never met. |
| Year 6 | To know how information and data is shared online. |

| | Internet safety and harms. |
|--------|--|
| Year 1 | To know what the internet is and the positive benefits it can have on daily life. |
| Year 2 | To understand the benefits of rationing time online. |
| Year 3 | To know how to keep their information private online. To know how to display respectful behaviour online. |
| Year 4 | To understand why social media, computer games and online games have age restrictions. |
| Year 5 | How to be a discerning consumer of information online, including knowing that information from search engines, is ranked, selected and targeted. |
| Year 6 | To understand the terms and impact of trolling, bullying and harassment which can have a negative impact on mental health. Where and how to report and gain support for online issues. |

| | Caring relationships |
|--------|---|
| Year 1 | To know how important friendships are in making us feel happy and secure. |

| | |
|--------|---|
| Year 2 | To know how to choose and make new friends. |
| Year 3 | To know that the characteristics of a healthy friendship include, mutual respect, trust, kindness, sharing interests and experiences, loyalty and support. |
| Year 4 | To understand that healthy friendships are positive and welcoming, and don't make others feel lonely or excluded. |
| Year 5 | To know that all friendships have ups and downs and to know how to resolve conflict so a friendship can be repaired or even strengthened. To know that violence is never right. |
| Year 6 | To recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy and how to seek advice and manage these situations. |
| | Respectful Relationships |
| Year 1 | To know the conventions of courtesy and manners. |
| Year 2 | To know how to respect someone who is different to themselves and understand the importance of this. |
| Year 3 | To know practical steps they can take in a range of contexts to improve and support respectful friendships. |
| Year 4 | To understand the importance of self-respect and how this links to their own happiness. |
| Year 5 | To know what a stereotype is and how these can be unfair, negative and destructive. |
| Year 6 | To understand the importance of permission seeking and giving in relationships with friends, peers and adults. |

| | |
|--------|--|
| | Bullying |
| Year 1 | To understand what bullying means and how to seek advice and support about bullying in school. |
| Year 2 | To understand the different types of bullying. |
| Year 3 | To know how to seek support and help about bullying within the wider community. |
| Year 4 | To know about the responsibility of a bystander and primarily reporting bullying to an adult. |
| Year 5 | To understand the impact that bullying can have short term. |

| | |
|--------|--|
| Year 6 | To understand the impact bullying can have on long term mental health and development. |
|--------|--|

| | |
|--------|--|
| | Being Safe |
| Year 1 | To understand how it feels to be safe and unsafe. |
| Year 2 | To understand the concept of privacy and the implications for both adults and children; including that it is not always right to keep secrets related to being safe. |
| Year 3 | To understand that each person's body belongs to them, and the difference between appropriate and inappropriate physical and other contact. |
| Year 4 | How to respond safely and appropriately to adults they may encounter who they don't know. |
| Year 5 | To know how to ask for advice or help for themselves and others, and to know to keep trying until they are heard. |
| Year 6 | To understand and extend the vocabulary needed to report concerns or abuse confidently. |
| | Mental Wellbeing |
| Year 1 | To understand what mental wellbeing is and to know it is a normal part of life, just like physical wellbeing. |
| Year 2 | 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. |
| Year 3 | To understand the normal range of emotions, as a scale humans experience in relation to different experiences and situations. |
| Year 4 | How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. Simple self-care tips including the importance of rest, time spent with friends and family, hobbies, interest and exercise. |
| Year 5 | To understand where and how to seek support if they are worried about their own or someone else's mental health. |
| Year 6 | To understand that it is common to experience mental ill health at times and to know that for many the problems are resolved by gaining the right support early. |
| | Being Safe |
| Year 1 | To understand how it feels to be safe and unsafe. |
| Year 2 | To understand the concept of privacy and the implications for both adults and children; including that it is not always right to keep secrets related to being safe. |

| | |
|--------|---|
| Year 3 | To understand that each person's body belongs to them, and the difference between appropriate and inappropriate physical and other contact. |
| Year 4 | How to respond safely and appropriately to adults they may encounter who they don't know. |
| Year 5 | To know how to ask for advice or help for themselves and others, and to know to keep trying until they are heard. |
| Year 6 | To understand and extend the vocabulary needed to report concerns or abuse confidently. |

| | |
|--------|--|
| | Physical health and fitness |
| Year 1 | To know what exercise is and how we can exercise during the school day. |
| Year 2 | To extend knowledge of various different exercise types and fitness hobbies available. |
| Year 3 | The characteristics of an active lifestyle. |
| Year 4 | The importance of building regular exercise into your lifestyle and how to achieve this. |
| Year 5 | The risks associated with an inactive lifestyle (including obesity). |
| Year 6 | To know how and when to seek support if they are worried about their health. |

| | |
|--------|--|
| | Healthy eating |
| Year 1 | To know a range of healthy and unhealthy foods. |
| Year 2 | To understand what a healthy diet is made up of. |
| Year 3 | To understand the impact of a poor diet on dental health. |
| Year 4 | To understand the nutritional content table which is on food packaging. |
| Year 5 | To understand the characteristics of a poor diet and the risks associated with unhealthy eating. |
| Year 6 | To be able to plan and prepare a range of healthy meals. |

| | |
|--------|-----------------------------------|
| | Drugs, alcohol and tobacco |
| Year 1 | |

| | |
|--------|--|
| Year 2 | To know how medicines in the home should be stored and kept safe. |
| Year 3 | |
| Year 4 | |
| Year 5 | |
| Year 6 | To know the facts about legal and illegal substances and associated risks, including smoking, alcohol use and drug-taking. |

| | |
|--------|---|
| | Health and Prevention |
| Year 1 | To understand basic personal hygiene to stop the spread of bacteria and viruses. Focus especially on handwashing. |
| Year 2 | To know about safe and unsafe exposure to the sun and how to reduce the risk of sun damage. |
| Year 3 | To know about dental health and the benefits of good oral hygiene, including regular check-ups at the dentist. |
| Year 4 | To understand the importance of sufficient and good quality sleep on good health. |
| Year 5 | How to recognise signs of physical illness, such as weight loss or unexplained changes to the body. |
| Year 6 | The facts and science relating to allergies, immunisation and vaccination. |

| | |
|--------|--|
| | Basic First aid |
| Year 1 | To know how to make a clear and efficient call to emergency services. |
| Year 2 | To understand the roles of different emergency services. |
| Year 3 | To know how to deal with superficial injuries such as scratches and scrapes. |
| Year 4 | To understand the importance of fire safety. |
| Year 5 | To know how to deal with a head injury. |
| Year 6 | To know how to do basic CPR. |

| | |
|--------|---------------------------------|
| | Changing adolescent body |
| Year 1 | |
| Year 2 | |

| | |
|--------|---|
| Year 3 | |
| Year 4 | |
| Year 5 | To know key facts about puberty and the changing adolescent body, including both physical and emotional changes. To know about the menstrual wellbeing including the key facts about the menstrual cycle. |
| Year 6 | To review key facts about puberty. To reflect and consider their own physical and emotional changes, and the impact they may have had on self-esteem and body confidence. |

Long term framework

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------|-------------------------------------|--|--------------------------|---------------------------|----------------|-----------------------------|
| Year 1 | Being Safe | Basic First Aid | Mental wellbeing | Internet Safety and harms | Healthy Eating | Health and Prevention |
| | Families and people who care for me | Caring relationships -Bullying | Respectful Relationships | Online relationships | | Physical Health and Fitness |
| Year 2 | Being Safe | Basic First Aid | Mental wellbeing | Internet Safety and harms | Healthy Eating | Health and Prevention |
| | Families and people who care for me | Caring relationships Bullying Drugs, alcohol and tobacco | Respectful Relationships | Online relationships | | Physical Health and Fitness |




| | | | | | | |
|---------------|---|----------------------------------|--------------------------|---------------------------|----------------|-----------------------------|
| Year 3 | Being Safe | Basic First Aid | Mental wellbeing | Internet Safety and harms | Healthy Eating | Health and Prevention |
| | Families and people who care for me | Caring relationships Bullying | Respectful Relationships | Online relationships | | Physical Health and Fitness |
| Year 4 | Being Safe | Basic First Aid | Mental wellbeing | Internet Safety and harms | Healthy Eating | Health and Prevention |
| | Families and people who care for me | Caring relationships Bullying | Respectful Relationships | Online relationships | | Physical Health and Fitness |
| Year 5 | Being Safe | Basic First Aid | Mental wellbeing | Internet Safety and harms | Healthy Eating | Health and Prevention |
| | Families and people who care for me Changing Adolescent Body | Caring relationships Bullying | Respectful Relationships | Online relationships | | Physical Health and Fitness |
| Year 6 | Being Safe | Basic First Aid | Mental wellbeing | Internet Safety and harms | Healthy Eating | Health and Prevention |
| | Families and | | | | | |

| | | | | | | |
|--|--------------------------|--|--------------------------|----------------------|--|-----------------------------|
| | people who care for me | Caring relationships | Respectful Relationships | Online relationships | | Physical Health and Fitness |
| | Changing Adolescent Body | Bullying Drugs, alcohol and tobacco | | | | |



Appendix 2 – Gurney Pease Academy



| Scheme of work | Autumn | | Spring | | Summer | |
|------------------|--|--|---|--|--|---|
| | Relationships TEAM | Relationships Be Yourself | Health & Wellbeing It's My Body | Health & Wellbeing Aiming High | Living in the Wider World Britain | Living in the Wider World Money Matters |
| Year 1 Knowledge | <p>To learn that they belong to various groups and communities, such as family and school.</p> <p>To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.</p> <p>To learn to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).</p> <p>To learn to recognise what is fair and unfair, kind and unkind, what is right and wrong.</p> <p>To offer constructive support and feedback to others.</p> | <p>To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.</p> <p>To learn ways in which they are all unique; understand that there has never been and will never be another 'them'.</p> <p>To learn about good and not so good feelings, vocabulary to describe their feelings to others and simple strategies for managing feelings.</p> <p>To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not-so-good consequences.</p> | <p>To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.</p> <p>To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets.</p> <p>To know what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</p> <p>The importance of, and how to, maintain personal hygiene.</p> <p>To recognise how some diseases are spread and can be controlled; the</p> | <p>To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.</p> <p>To learn about growing and changing and new opportunities and responsibilities that increasing independence may bring.</p> <p>To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, and to recognise that choices have good and not so good consequences.</p> <p>To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.</p> | <p>To learn that they belong to different groups and communities such as family and school.</p> <p>To learn how they can contribute to the life of the classroom and school.</p> <p>To recognise that choices can have positive and negative consequences.</p> <p>To learn what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these.</p> <p>To learn that people and other living things have rights and that everyone has responsibilities to protect those rights.</p> <p>To learn to share their opinions on things that matter to them and explain their views</p> | <p>To learn about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences these choices.</p> <p>To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving.</p> |

| | | | | | | |
|-------------------------|--|---|---|---|--|--|
| | <p>To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.</p> <p>To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable.</p> <p>To learn strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.</p> <p>To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals. To learn how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.</p> <p>To recognise that their behaviour can affect other people.</p> | <p>To be able to communicate their feelings to others, to recognise how others show feelings and how to respond.</p> <p>To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.</p> <p>To learn about change and loss and the associated feelings (including moving home, losing toys, pets or friends).</p> | <p>responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading.</p> <p>To know rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety.</p> <p>To understand that household products, including medicines, can be harmful if not used properly.</p> | <p>To identify and respect the similarities and differences between people.</p> <p>To share their opinions on things that matter to them and explain their views through discussion with one other person and the whole class.</p> <p>To learn about change and loss and the associated feelings (including moving home, losing toys, pets or friends).</p> | <p>through discussions with one other person and the whole class.</p> <p>To learn to identify and respect the differences and similarities between people.</p> <p>To discuss ways in which we are the same as all other people; what we have in common with everyone else.</p> | |
| Sticky Knowledge | <p>I know how I can be a positive learner</p> <p>I know about unkind behaviour, bullying and teasing</p> | <p>I know some common feelings</p> <p>I know when I might feel happy and when I might feel safe</p> | <p>I know how much sleep I need</p> <p>I know why exercise is important</p> <p>I know some healthy snacks</p> <p>I know to ask an adult if I am</p> | <p>I know some of my star qualities</p> <p>I know what a positive learning attitude is</p> <p>I know that I will need a job when I am older</p> | <p>I know what is meant by community</p> <p>I know how I can be a good neighbour</p> <p>I know that I live in Britain</p> <p>I know how British people</p> | <p>I know some different ways of getting money</p> <p>I know that I need to keep money safe</p> <p>I know some ways of</p> |

| | | | | | | |
|----------------------------|---|--|--|--|---|--|
| | | I know why it is important to share my feelings | unsure if something is safe to eat or drink | | can be similar and different | keeping track of what I spend |
| Fundamental British Values | | | | |  Individual Liberty Mutual Respect | |
| Rights Respecting | | |  | |  | |
| Skills and Attributes | Personal Effectiveness Resilience Self-regulation Interpersonal and Social Effectiveness Respect for others' rights Managing influence Valuing and respecting diversity Using these skills to maintain healthy relationships | Personal Effectiveness Recognising and managing peer influence Strategies for identifying and accessing appropriate help and support Developing and maintaining a healthy self-concept Interpersonal and Social Effectiveness Respect for others' rights Managing influence Managing Risk and Decision-making Identification, assessment and management of risk | Personal Effectiveness Recognising and managing peer influence Resilience Self-regulation Clarifying own values Interpersonal and Social Effectiveness Respect for others' rights Managing influence Empathy and compassion Using these skills to maintain healthy relationships Managing Risk and Decision-making Identification, assessment and management of risk Making decisions | Personal Effectiveness Self Improvement Resilience Self organisation Managing Risk and Decision-making Making decisions | Personal Effectiveness Resilience Strategies for identifying and accessing appropriate help and support Interpersonal and Social Effectiveness Empathy and compassion Discernment in evaluation the arguments of others Skills for employability (listening, leadership, negotiation, team work, presentation) Enterprise skills and attributes Managing Risk and Decision-making Identification, assessment and management of risk | Personal Effectiveness Resilience Strategies for identifying and accessing appropriate help and support Interpersonal and Social Effectiveness Skills for employability (listening, leadership, negotiation, team work, presentation) Enterprise skills and attributes Managing Risk and Decision-making Identification, assessment and management of risk |
| Year 1 Vocabulary | Team, belong, community, groups, special, family, care, listener, listening, cooperatively, arguments, fair, unfair, kind, unkind, support, teasing, bullying, celebrate, strengths, choices, positive learner | Celebrate, strengths, special, differences, feelings, challenging, goals, likes, dislikes, happy, uncomfortable, communicate, unhappy, sharing, change, loss, | Healthy eating, sleep, lifestyle, exercise, choice, secrets, safe, clean, personal hygiene, germs, | Star qualities, strengths, goals, positive attitude, learning, future, jobs, interests, skills, employment, changes, feelings | Belonging, school, community, groups, neighbour, good, choices, behaviour, helpful, harmful, country, continent, Britain, | Money, spending, saving, choices, safe, want, need, belongings, shopping |



| | Relationships VIPs | Relationships Growing Up | Health & Wellbeing Safety First | Health & Wellbeing Think Positive | Living in the Wider World One World | Living in the Wider World Respecting Rights |
|--------|---|--|---|--|---|---|
| Year 2 | <p>To learn about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them.</p> <p>To recognise how their behaviour affects other people.</p> <p>To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.</p> <p>To offer constructive support and feedback to others</p> <p>To communicate their feelings to others, to recognise how others show feelings and how to respond.</p> <p>To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).</p> <p>To recognise what they like and dislike, how to make real, informed choices that improve their physical and</p> | <p>To know the names for the main parts of the body (including external genitalia) and to know the bodily similarities and differences between girls and boys.</p> <p>To learn that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</p> <p>To learn to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</p> <p>To learn ways in which we are unique.</p> <p>To identify and respect the differences and similarities between people.</p> <p>To learn the process of growing from young to old and how people's needs change.</p> <p>To learn about growing and changing and new opportunities and responsibilities that increasing independence may bring.</p> | <p>To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets.</p> <p>To know about people who look after them, their family networks, who to go to if they are worried and how to attract their attention.</p> <p>To know about the ways that pupils can help the people who look after them to more easily protect them.</p> <p>To know rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety.</p> <p>To know that household products, including medicines, can be harmful if not used properly.</p> <p>To know about the ways that pupils can help the people who look after them to more easily protect them.</p> <p>To know about the 'special people' who work in their community and who are responsible for looking after them and protecting them;</p> | <p>To recognise what they like and dislike and how to make real, informed choices that improve their physical and emotional Health.</p> <p>To recognise that choices can have good and not so good consequences.</p> <p>To recognise that their behaviour can affect other people.</p> <p>To recognise what is fair and unfair, kind and unkind, what is right and wrong.</p> <p>To learn about good and not-so-good feelings, to develop a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings.</p> <p>To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.</p> <p>To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</p> | <p>To identify and respect the differences and similarities between people.</p> <p>To identify their special people (family, friends and carers), what makes them special and how special people should care for one another.</p> <p>To understand that they belong to different groups and communities such as family and school.</p> <p>To understand ways in which we are the same as all other people; what we have in common with everyone else.</p> <p>To understand that people and other living things have rights and that everyone has responsibilities to protect these (including protecting others' bodies and feelings, being able to take turns, share and understand the need to return things that have been borrowed).</p> <p>To understand what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy).</p> | <p>To know that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed).</p> <p>To recognise what is fair and unfair, kind and unkind, what is right and wrong.</p> <p>To recognise ways in which we are the same as all other people; what we have in common with everyone else</p> <p>To recognise that their behaviour can affect other people.</p> <p>To know that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).</p> <p>To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets.</p> |



| | | | | | | |
|----------------------------|--|---|--|--|--|--|
| | emotional health, to recognise that choices can have good and not-so-good consequence. | <p>To know about change and loss and the associated feelings (including moving home, losing toys, pets or friends).</p> <p>To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.</p> | <p>how people contact those special people when they need their help, including dialling 999 in an emergency.</p> <p>To understand what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy.</p> <p>To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).</p> <p>To know the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.</p> | | | <p>To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.</p> <p>To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.</p> <p>To know how they can contribute to the life of the classroom and school.</p> <p>To understand that they belong to different groups and communities, such as family and school.</p> |
| Sticky Knowledge | I know who I can talk to if I am worried or upset I know what cooperate means | I know the words penis and vagina I know what is meant by 'consent' | I know what to do if I feel in danger I know that I should call 999 in an emergency I can name some of the people who can help to keep me safe I know that private body parts are private | I know what is meant by a positive mindset I know what mindful means I know that I can make positive or negative choices | I know what is meant by 'natural resources' I know how my school is different from other schools I know what environment means | I know that all children have rights I know that there are people who protect our rights I know what to do if I don't feel safe I know what it means to be respectful |
| Fundamental British Values | | | | |  Individual Liberty Mutual Respect |  Individual Liberty Mutual Respect |

| | | | | | | |
|---|--|---|---|---|--|--|
| Rights Respecting | | | | |  |  |
| Skills and Attributes | <p>Personal Effectiveness Resilience Self-regulation</p> <p>Interpersonal and Social Effectiveness Respect for others' rights Managing influence Valuing and respecting diversity Using these skills to maintain healthy relationships Discernment in evaluation the arguments of others</p> | <p>Personal Effectiveness Recognising and managing peer influence Strategies for identifying and accessing appropriate help and support Developing and maintaining a healthy self-concept</p> <p>Interpersonal and Social Effectiveness Respect for others' rights Managing influence Using these skills to maintain healthy relationships</p> <p>Managing Risk and Decision-making Identification, assessment and management of risk Making decisions</p> | <p>Personal Effectiveness Recognising and managing peer influence Resilience Self-regulation Clarifying own values</p> <p>Interpersonal and Social Effectiveness Respect for others' rights Managing influence Empathy and compassion Using these skills to maintain healthy relationships Skills for employability (listening, leadership, negotiation, team work, presentation) Enterprise skills and attributes</p> <p>Managing Risk and Decision-making Identification, assessment and management of risk Making decisions</p> | <p>Personal Effectiveness Self Improvement Resilience Self organisation</p> <p>Managing Risk and Decision-making Making decisions</p> | <p>Personal Effectiveness Resilience Strategies for identifying and accessing appropriate help and support</p> <p>Interpersonal and Social Effectiveness Empathy and compassion Discernment in evaluation the arguments of others Skills for employability (listening, leadership, negotiation, team work, presentation) Enterprise skills and attributes</p> <p>Managing Risk and Decision-making Identification, assessment and management of risk Making decisions</p> | <p>Personal Effectiveness Resilience Strategies for identifying and accessing appropriate help and support</p> <p>Interpersonal and Social Effectiveness Empathy and compassion Discernment in evaluation the arguments of others</p> <p>Managing Risk and Decision-making Making decisions</p> |
| Vocabulary | VIP, special, family, care, families, different, friends, carers, support, good friend, feelings, respond, falling out, arguments, disagreements, teasing, bullying, comfortable, uncomfortable, kind, unkind, cooperatively, play, | Bodies, parts, genitalia, penis, vagina, similarities, differences, respect, hurt, comfortable, unacceptable, trusted adult, unique, older, changes, young, independence, feelings, | Responsibility, safe, secrets, family, networks, trusted adults, worried, feelings, protect, unsafe, medicines, harmful, online, e-safety, privacy, internet, underwear, surprises, special people, 999 | Feelings, managing, fair, unfair, kind, unkind, good choices, impact, like, dislike, consequences, goals, achieve, challenge, opinions, cope, emotions, discussions, strategies, thankful, positive, mindfulness, mindful | Family life, countries, different, changes, similarities, homes, world, countries, continents, schools, environments, Earth, resources, protect, planet | Rights, UNICEF, sharing rights, articles, UNCRC, protect, respect, differences, fair, unfair, positive, difference, contribute |
| Must have knowledge and skills Lower KS2 | | | | | | |
| | Autumn | | Spring | | Summer | |

| | Relationships TEAM | Relationships Be Yourself, | Health & Wellbeing It's My Body | Health & Wellbeing Aiming High | Living in the Wider World Britain | Living in the Wider World Money Matters |
|--------|--|---|--|---|--|---|
| Year 3 | <p>To learn about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement.</p> <p>To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>To know that their actions affect themselves and others.</p> <p>To work collaboratively towards shared goals.</p> <p>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.</p> <p>To recognise and respond appropriately to a wider range of feelings in others.</p> | <p>To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals.</p> <p>To deepen their understanding of good and not-so-good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p> <p>To learn what positively and negatively affects their physical, mental and emotional health.</p> <p>To recognise and respond appropriately to a wider range of feelings in others.</p> <p>To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them.</p> <p>To understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media.</p> | <p>To learn about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers.</p> <p>To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).</p> <p>To understand the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.</p> <p>To learn how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.</p> <p>To recognise opportunities and develop the skills to make their own choices</p> | <p>To think about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future.</p> <p>To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals.</p> <p>To think about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future.</p> <p>To recognise and challenge stereotypes</p> <p>To face new challenges positively by collecting information, looking for help, making responsible choices and taking action.</p> | <p>To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</p> <p>To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.</p> <p>To know what democracy is and the basic institutions that support it.</p> <p>To know why and how rules and laws that protect themselves and others are made and enforced.</p> <p>To understand why different rules are needed in different situations and how to take part in making and changing rules.</p> <p>To understand that there are basic human rights shared by all peoples and all societies. To know that these universal rights are there to protect everyone.</p> <p>To understand that differences and</p> | <p>To learn about the role money plays in their own and others' lives, including how to manage their money and how to be a critical consumer.</p> <p>To learn about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future.</p> <p>To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.</p> <p>To develop an initial understanding of 'interest', 'loan', 'debt' and 'tax' (e.g. their contribution to society through the payment of VAT).</p> |





| | | | | | | |
|--|--|---|---|--|---|--|
| | <p>To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</p> <p>To learn that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.</p> | <p>To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.</p> <p>To recognise and manage 'dares'.</p> <p>To explore and critique how the media present information.</p> <p>To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.</p> <p>To recognise and challenge stereotypes.</p> <p>To know that their actions affect themselves and others.</p> <p>To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.</p> | <p>about food, understanding what might influence their choices and the benefits of eating a balanced diet.</p> <p>To understand 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;</p> <p>To know about the risks associated with an inactive lifestyle (including obesity)</p> <p>To know how and when to seek support including which adults to speak to in school if they are worried about their health.</p> <p>To learn what positively and negatively affects their physical, mental and emotional health.</p> <p>To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</p> <p>To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.</p> <p>To know that bacteria and viruses can affect health and that following simple routines can reduce their spread.</p> | | <p>similarities between people arise from a number of factors.</p> <p>To research, discuss and debate topical issues, problems and events.</p> <p>To consider the lives of people living in other places, and people with different values and customs.</p> | |
|--|--|---|---|--|---|--|

| | | | | | | |
|----------------------------|--|---|---|--|--|---|
| | | | <p>To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.</p> <p>To recognise how their increasing independence brings increased responsibility to keep themselves and others safe.</p> <p>To learn which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others.</p> <p>To learn what is meant by the term 'habit' and why habits can be hard to change.</p> | | | |
| Sticky Knowledge | <p>I know what is meant by a 'dispute'</p> <p>I know what is meant by the word 'resolve' and can think of ways to resolve disputes</p> <p>I know the qualities I need to work well in a time</p> | <p>I know some of my achievements</p> <p>I know how I can be assertive</p> <p>I know that messages from the media are not always realistic</p> <p>I know how mistakes help us to learn and grow</p> | <p>I know what will happen if I don't get enough sleep</p> <p>I know what happens to my muscles when I exercise</p> <p>I know that too much sugar is bad for me</p> <p>I know when a 'secret' should be shared</p> <p>I know the difference between medicine and harmful drugs and chemicals</p> | <p>I know how to identify my own achievements</p> <p>I know what a positive learner is and how this will help me</p> <p>I know what skills and interests are needed for different jobs</p> <p>I know that gender does not limit my ambitions</p> | <p>I know what a democracy is</p> <p>I know what rules and laws are</p> <p>I know what liberty means</p> <p>I know what it means to have a 'diverse society'</p> | <p>I know about different ways to pay for things</p> <p>I know that people can borrow money</p> <p>I know some of the consequences of debt</p> <p>I know that advertisements try to influence what we buy</p> |
| Fundamental British Values | | | |  |  | |

| | | | | | | |
|-----------------------|---|---|---|---|---|--|
| | | | | The Rule of Law Individual Liberty Mutual Respect | The Rule of Law Democracy Individual Liberty Mutual Respect | |
| Rights Respecting | | |  | |  | |
| Skills and Attributes | <p>Personal Effectiveness Resilience Self-regulation Interpersonal and Social Effectiveness Respect for others' rights Managing influence Valuing and respecting diversity Using these skills to maintain healthy relationships Discernment in evaluation the arguments of others Self-Improvement Identifying unhelpful 'thinking traps'</p> | <p>Personal Effectiveness Recognising and managing peer influence Strategies for identifying and accessing appropriate help and support Developing and maintaining a healthy self-concept Interpersonal and Social Effectiveness Respect for others' rights Managing influence Using these skills to maintain healthy relationships Managing Risk and Decision-making Identification, assessment and management of risk Making decisions</p> | <p>Personal Effectiveness Recognising and managing peer influence Resilience Self-regulation Clarifying own values Interpersonal and Social Effectiveness Respect for others' rights Managing influence Empathy and compassion Using these skills to maintain healthy relationships Skills for employability (listening, leadership, negotiation, team work, presentation) Enterprise skills and attributes Managing Risk and Decision-making Identification, assessment and management of risk Making decisions</p> | <p>Personal Effectiveness Self Improvement Resilience Self organisation Interpersonal and Social Effectiveness Discernment in evaluation the arguments of others Skills for employability (listening, leadership, negotiation, team work, presentation) Managing Risk and Decision-making Making decisions Analysis Identify links between values and beliefs, decisions and actions</p> | <p>Personal Effectiveness Resilience Strategies for identifying and accessing appropriate help and support Interpersonal and Social Effectiveness Empathy and compassion Discernment in evaluation the arguments of others Skills for employability (listening, leadership, negotiation, team work, presentation) Enterprise skills and attributes Managing influence Using these skills to maintain healthy relationships Managing Risk and Decision-making Identification, assessment and management of risk Making decisions Identify links between values and beliefs, decisions and actions</p> | <p>Personal Effectiveness Resilience Self-organisation Self-regulation Interpersonal and Social Effectiveness Empathy and compassion Discernment in evaluation the arguments of others Managing Risk and Decision-making Identification, assessment and management of risk Making decisions</p> |
| Year 3 Vocabulary | Changes, feelings, behaviour, consequence, effect, actions, together, team work, share, goals, considerate, support, constructive, dispute, | Pride, proud, celebrate, achievements, strengths, aspirations, feelings, emotions, express, uncomfortable feelings, | Body, choice, secret, confidence, acceptable, comfortable, uncomfortable, healthy, fitness, exercise, heart, muscles, sleep, bacteria, virus, | Achievements, strengths, celebrate, aspirations, goals, positive learning attitude, jobs, skills, attributes, limit, gender, discrimination, job, career, | Britain, continent, Europe, country, home, human rights, UNCRC, democracy, rules, laws, responsibility, enforced, liberty, protect, universal, tolerance, | Job, employment, skills, contribution, future, paying, saving, lending, borrowing, priorities, advertising, keeping track, balance |


| | strategies, resolve, responsibilities | assertive, media, messages, harmful, helpful | hygiene, drugs, helpful, harmful, healing, | | respect, similarities, differences, diverse, society, community | |
|---------------|--|--|---|--|--|---|
| | Relationships VIPs | Relationships Growing Up | Health & Wellbeing Safety First | Health & Wellbeing Think Positive | Living in the Wider World One World | Living in the Wider World Respecting Rights |
| Year 4 | <p>To recognise and respond appropriately to a wider range of feelings in others. To know that their actions affect themselves and others.</p> <p>To be aware of different types of relationship, including those between acquaintances, friends, relatives and families.</p> <p>To learn to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p> <p>To recognise ways in which a relationship can be unhealthy and who to talk to if they need support.</p> <p>To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy.</p> | <p>To learn about human reproduction</p> <p>To learn how their body will, and emotions may, change as they approach and move through puberty.</p> <p>To learn that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment.</p> <p>To learn about the difference between sex, gender identity and sexual orientation and the terms associated with sex, gender identity and sexual orientation.</p> <p>To learn that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership</p> | <p>To recognise how their increasing independence brings increased responsibility to keep themselves and others safe.</p> <p>To know about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.</p> <p>To differentiate between the terms, 'risk', 'hazard' and 'danger'.</p> <p>To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.</p> <p>To recognise, predict and assess risks in different situations and decide how to manage them responsibly.</p> <p>To learn strategies for keeping physically and emotionally safe.</p> <p>To learn school rules about health and safety, basic emergency aid procedures, where and how to get help.</p> | <p>To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>To consider what positively and negatively affects their physical, mental and emotional health.</p> <p>To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement</p> <p>To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</p> <p>To understand what positively and negatively affects their physical, mental and emotional health.</p> <p>To learn how their body will, and their emotions may, change as they approach and move through puberty.</p> | <p>To consider the lives of people living in other places, and people with different values and customs.</p> <p>To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.</p> <p>To understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability.</p> <p>To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.</p> <p>To recognise and challenge stereotype.</p> | <p>To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.</p> <p>To know that these universal rights are there to protect everyone and have primacy both over national law and family and community practice.</p> <p>To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.</p> <p>To know why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.</p> <p>To know what democracy is and about</p> |



| | | | | | | |
|--|---|--|---|---|---|---|
| | <p>To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</p> <p>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.</p> <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help).</p> <p>To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities.</p> <p>To learn how to recognise bullying and abuse in all</p> | | <p>To recognise and manage 'dares'.</p> <p>To know how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media</p> <p>To have strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety).</p> <p>To know and use strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.</p> <p>To recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media).</p> <p>To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy.</p> <p>To know about the responsible use of mobile phones: safe keeping (looking</p> | <p>To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</p> <p>To learn how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.</p> <p>To face new challenges positively by collecting information, looking for help, making responsible choices and taking action.</p> | <p>To understand that there are basic human rights shared by all people and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</p> <p>To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.</p> <p>To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</p> | <p>the basic institutions that support it locally and nationally.</p> <p>To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk.</p> <p>To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view.</p> <p>To understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010).</p> <p>To recognise and challenge stereotypes.</p> |
|--|---|--|---|---|---|---|

| | | | | | | |
|-----------------------------------|---|--|--|--|--|---|
| | its forms (including prejudice-based bullying both in person, online and through social media). | | after it) and safe user habits (time limits, use of passcode, turning it off at night etc.) To learn how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request. To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others. | | | |
| Sticky Knowledge | I know that my attitude impacts friendships I know what is meant by a dare I know who my support network is I know what I need to do if someone is being bullied | I know the male and female body parts needed for reproduction I know some of the changes boys will go through during puberty I know some of the changes girls will go through during puberty I know how babies are made | I know it is partly my responsibility to stay safe and healthy I know what to do if I am in a risky situation I know what is meant by 'peer pressure' I know some of the ways I can stay safe online | I know why it is important to look after my mental health I know and can recognise a range of positive and negative emotions I know how mindfulness techniques can help to keep me calm I know how to apply a positive attitude towards my learning | I know that some people have opinions that are different from my own I know that my actions have an impact on people in different countries; I know what climate change is I know some organisations working to help people in challenging situations in other communities. | I know what human rights are I know what the Universal Declaration of Human Rights is I know that we all have the same rights and that nobody can take them away I know what a stereotype is and can talk about why they are harmful |
| Fundamental British Values | | | | |  Individual Liberty Mutual Respect |  Individual Liberty Mutual Respect |
| Rights Respecting | | | | |  |  |
| Skills and Attributes | Personal Effectiveness | Personal Effectiveness Recognising and managing | Personal Effectiveness Recognising and managing peer | Personal Effectiveness Self Improvement | Personal Effectiveness Resilience | Personal Effectiveness Recognising and managing |

| | | | | | | |
|---|---|--|---|--|--|--|
| | <p>Resilience Self-regulation Developing and maintaining a healthy self-concept Identifying unhelpful 'thinking traps' Interpersonal and Social Effectiveness Respect for others' rights Managing influence Valuing and respecting diversity Using these skills to maintain healthy relationships Discernment in evaluation the arguments of others Self-improvement</p> | <p>peer influence Strategies for identifying and accessing appropriate help and support Developing and maintaining a healthy self-concept Interpersonal and Social Effectiveness Respect for others' rights Managing influence Using these skills to maintain healthy relationships Managing Risk and Decision-making Identification, assessment and management of risk Making decisions</p> | <p>influence Resilience Self-regulation Clarifying own values Interpersonal and Social Effectiveness Respect for others' rights Managing influence Empathy and compassion Using these skills to maintain healthy relationships Skills for employability (listening, leadership, negotiation, team work, presentation) Enterprise skills and attributes Managing Risk and Decision-making Identification, assessment and management of risk Making decisions</p> | <p>Resilience Self organisation Interpersonal and Social Effectiveness Discernment in evaluation the arguments of others Skills for employability (listening, leadership, negotiation, team work, presentation) Managing Risk and Decision-making Making decisions Analysis Identify links between values and beliefs, decisions and actions</p> | <p>Strategies for identifying and accessing appropriate help and support Interpersonal and Social Effectiveness Empathy and compassion Discernment in evaluation the arguments of others Skills for employability (listening, leadership, negotiation, team work, presentation) Enterprise skills and attributes Managing influence Using these skills to maintain healthy relationships Managing Risk and Decision-making Identification, assessment and management of risk Making decisions Identify links between values and beliefs, decisions and actions</p> | <p>peer influence Resilience Self-regulation Clarifying own values Interpersonal and Social Effectiveness Respect for others' rights Managing influence Empathy and compassion Using these skills to maintain healthy relationships Skills for employability (listening, leadership, negotiation, team work, presentation) Enterprise skills and attributes Managing Risk and Decision-making Making decisions</p> |
| Year 4 Vocabulary | Friends, feelings, new, friendships, positive, relationships, support network, trusted adults, falling out, resolving, strategies, conflicts, bullying, teasing | Human reproduction, differences, changes, puberty, emotions, relationships, families, babies | Responsibilities, independence, choices, healthy, risks, hazards, danger, pressure, responsible, road, safety, dangerous, substances, online, e-safety | Positive, attitude, mental health, emotional, negative, feelings, emotional health, challenges, healthy, achievements, goals, strengths, improvement, balanced | Similar, differences, values, customs, family, culture, race, religion, diversity, age, sex, gender, identity, sexual orientation, disability, dilemma, opinion, human rights, UNCRC, stereotype, climate change, charity, challenging, situation, responsibilities | Rights, UNCRC, basic, UNICEF, universal, national law, family, community, share, equal, declaration, local, national, dependent, responsibilities, respect, differences, stereotypes, equality act, gender, sexual orientation, culture |
| Must have knowledge and skills Upper KS2 | | | | | | |
| | Autumn | | Spring | | Summer | |
| | Relationships TEAM | Relationships Be Yourself | Health & Wellbeing It's My Body | Health & Wellbeing Aiming High | Living in the Wider World Britain, | Living in the Wider World Money Matters |





| | | | | | | |
|---------------|--|---|--|---|---|---|
| <p>Year 5</p> | <p>To know that their actions affect themselves and others.</p> <p>To work collaboratively towards shared goals.</p> <p>To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view.</p> <p>To face new challenges positively by collecting information, looking for help, making responsible choices and taking action.</p> <p>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.</p> <p>To know why and how rules and laws that protect themselves and others are made and enforced, why different rules are</p> | <p>To reflect on and celebrate their achievements, identify their strengths and areas for improvement and set high aspirations and goals.</p> <p>To recognise that they may experience conflicting emotions and when they might need to listen to or overcome these.</p> <p>To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.</p> <p>To approach challenges positively by collecting information, looking for help, making responsible choices and taking action.</p> <p>To know how to make informed choices (including recognising</p> | <p>To know about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers.</p> <p>To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.</p> <p>To understand what positively and negatively affects their physical, mental and emotional health.</p> <p>To know which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others.</p> <p>To understand what is meant by the term 'habit' and why habits can be hard to change.</p> <p>To understand how pressure to behave in unacceptable,</p> | <p>To reflect on and celebrate their achievements, identify their strengths and areas for improvement and set high aspirations and goals.</p> <p>To face new challenges positively by collecting information, looking for help, making responsible choices and taking action</p> <p>To learn about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future.</p> <p>To recognise and challenge stereotype.</p> <p>To work collaboratively towards shared goals.</p> <p>To understand what is meant by enterprise and begin to develop enterprise skills.</p> | <p>To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</p> <p>To understand that there are basic human rights shared by all peoples and all societies.</p> <p>To understand what being part of a community means.</p> <p>To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</p> <p>To understand why and how rules and laws that protect themselves and others are made and enforced.</p> <p>To realise the consequences of anti-social, aggressive and harmful behaviours, such as bullying and discrimination of individuals and communities.</p> <p>To understand what democracy is and about the basic institutions that support it locally and nationally.</p> <p>To understand what being part of a community means and about the varied institutions that</p> | <p>To learn about the role money plays in their own and others' lives, including how to manage their money and how to be a critical consumer.</p> <p>To learn about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future.</p> <p>To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.</p> <p>To develop an initial understanding of 'interest', 'loan', 'debt' and 'tax' (e.g. their contribution to society through the payment of VAT).</p> |
|---------------|--|---|--|---|---|---|

| | | | | | | |
|----------------------------|--|--|---|---|--|---|
| | needed in different situations and how to take part in making and changing rules. | that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'. | <p>unhealthy or risky ways can come from a variety of sources, including people they know and the media.</p> <p>To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.</p> <p>To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.</p> <p>To explore and critique how the media present information.</p> <p>To recognise and challenge stereotypes.</p> | | <p>support communities locally and nationally.</p> <p>To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.</p> <p>To think about the lives of people living in other places, and people with different values and customs.</p> | |
| Sticky Knowledge | <p>I know what attributes make a good team</p> <p>I know how to disagree with someone respectfully</p> <p>I know that sometimes I might need to compromise</p> <p>I know the importance of shared responsibility when working in a successful team</p> | <p>I know why being unique should be respected and celebrated</p> <p>I know how I can cope with uncomfortable feelings</p> <p>I know why it is important to make amends when I've made a mistake</p> | <p>I know that it's my body and my choice</p> <p>I know where and how to get help if something worries me</p> <p>I know some of the changes I'll go through during puberty</p> <p>I know some things that can be harmful for my body (drugs, tobacco and alcohol)</p> | <p>I know that a positive attitude can help me succeed in life</p> <p>I know what skills employers look for in employees</p> <p>I know what a gender stereotype is</p> <p>I know how to work successfully with others in a team</p> | <p>I know about the range of faiths and ethnicities in Britain</p> <p>I know how and why laws are made</p> <p>I know some of the roles of local government</p> <p>I know the basic structure of national government</p> | <p>I know what is meant by 'financial risk'</p> <p>I know some of the ways that advertisers try to influence us</p> <p>I know what is meant by the phrase 'critical consumer'</p> <p>I know what is meant by the words 'tax' and 'interest'</p> |
| Fundamental British Values | | | | |  <p>The Rule of Law Democracy Individual Liberty Mutual Respect</p> | |

| | | | | | | |
|-----------------------|---|---|--|---|--|--|
| Rights Respecting | | |  | |  | |
| Skills and Attributes | <p>Personal Effectiveness Resilience Self-regulation Clarifying own values Developing and maintaining a healthy self-concept Identifying unhelpful ‘thinking traps’</p> <p>Interpersonal and Social Effectiveness Respect for others’ rights Managing influence Valuing and respecting diversity Using these skills to maintain healthy relationships Discernment in evaluation the arguments of others Self-Improvement Empathy and compassion</p> <p>Managing Risk and Decision-making Identify links between values and beliefs, decisions and actions Making decisions</p> | <p>Personal Effectiveness Recognising and managing peer influence Strategies for identifying and accessing appropriate help and support Developing and maintaining a healthy self-concept</p> <p>Interpersonal and Social Effectiveness Respect for others’ rights Managing influence Using these skills to maintain healthy relationships</p> <p>Managing Risk and Decision-making Identification, assessment and management of risk Making decisions</p> | <p>Personal Effectiveness Recognising and managing peer influence Resilience Self-regulation Clarifying own values</p> <p>Interpersonal and Social Effectiveness Respect for others’ rights Managing influence Empathy and compassion Using these skills to maintain healthy relationships Skills for employability (listening, leadership, negotiation, team work, presentation)</p> <p>Enterprise skills and attributes</p> <p>Managing Risk and Decision-making Identification, assessment and management of risk Making decisions</p> | <p>Personal Effectiveness Self Improvement Resilience Self organisation Clarifying own values Recalling and applying knowledge creatively Developing and maintaining a healthy self-concept</p> <p>Interpersonal and Social Effectiveness Discernment in evaluation the arguments of others Skills for employability (listening, leadership, negotiation, team work, presentation)</p> <p>Managing Risk and Decision-making Making decisions Analysis Identify links between values and beliefs, decisions and actions</p> | <p>Personal Effectiveness Resilience Strategies for identifying and accessing appropriate help and support Self-regulation Recognising and managing peer influence Developing and maintaining a healthy self-concept</p> <p>Interpersonal and Social Effectiveness Empathy and compassion Discernment in evaluation the arguments of others Skills for employability (listening, leadership, negotiation, team work, presentation) Enterprise skills and attributes</p> <p>Managing influence Using these skills to maintain healthy relationships</p> <p>Managing Risk and Decision-making Identification, assessment and management of risk Making decisions Identify links between values and beliefs, decisions and actions</p> | <p>Personal Effectiveness Recognising and managing peer influence Resilience Self-regulation Clarifying own values</p> <p>Interpersonal and Social Effectiveness Respect for others’ rights Managing influence Empathy and compassion Using these skills to maintain healthy relationships Skills for employability (listening, leadership, negotiation, team work, presentation) Enterprise skills and attributes</p> <p>Managing Risk and Decision-making Identification, assessment and management of risk Making decisions Identify links between values and beliefs, decisions and actions</p> |
| Year 5 Vocabulary | Actions, effect, achieve, attributes, collaborative, team, shared, communicate, respect, | Unique, conflict, emotions, celebrate, respect, thoughts, feelings, intensity, coping, | Protect, unwanted, contact, inappropriate, abuse, crime, fear, peers, informed, positive, negative, balanced, lifestyle, | Celebrate, achievements, strengths, improvement, aspirations, goals, positive, responsible, help, positive | National, regional, religious, ethnic, United Kingdom, country, continent, society, community, identity, human | Money, manage, critical, consumer, resources, economy, individual, sustainability, community, |

| | | | | | | |
|--------|--|--|--|---|---|---|
| | respond, opinions, disagree, agree, polite, collaborate, compromise, care, dispute, benefit, responsibilities, success | managing, uncomfortable, confidence, choices, amends, aspirations, responsible | sleep, changing, harmful substances, habit, uncomfortable, anxious, unhealthy, alcohol, tobacco, drugs, media, information, mental health, physical health, | attitude, success, barriers, focus, future, develop, skills, contribution, opportunities, equal, stereotypes, gender, discrimination, innovation, enterprise, collaboratively, work, employment | rights, UNCRC, UNICEF, convention, basic, faith, respect, tolerance, law, rules, broken, harmful, behaviours, discrimination, individuals, government, democracy, local, difference, institution, support, charity, voluntary, customs | choices, financial, spending, choices, environment, value, budgeting, borrowing, saving, loan, debt, tax, interest, payment, VAT, allocated |
| | Relationships VIPs | Relationships Growing Up | Health & Wellbeing Safety First | Health & Wellbeing Think Positive | Living in the Wider World One World | Living in the Wider World Respecting Rights |
| Year 6 | <p>To recognise different types of relationship, including those between acquaintances, friends, relatives and families.</p> <p>To know that their actions affect themselves and others.</p> <p>To recognise and respond appropriately to a wider range of feelings in others.</p> <p>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.</p> <p>To listen and respond respectfully to a wide range of people, to feel</p> | <p>To learn how their body will change as they approach and go through puberty.</p> <p>To understand that they have the right to protect their body from inappropriate and unwanted contact.</p> <p>To learn about the ways in which puberty can affect us emotionally.</p> <p>To understand the influences around us that affect body image and the way we see ourselves.</p> <p>To learn about the difference between sex, gender identity and sexual orientation and the terms associated with sex, gender identity and sexual orientation.</p> <p>To learn that forcing anyone to marry is a</p> | <p>To recognise how their increasing independence brings increased responsibility to keep themselves and others safe.</p> <p>To differentiate between the terms, 'risk', 'danger' and 'hazard'.</p> <p>To differentiate between the terms, 'risk', 'danger' and 'hazard'.</p> <p>To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.</p> <p>To understand how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.</p> | <p>To deepen their understanding of good and not so-good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>To consider what positively and negatively affects their physical, mental and emotional health.</p> <p>To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</p> <p>To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'</p> | <p>To know that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment, to continue to develop the skills to exercise these responsibilities.</p> <p>To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.</p> <p>To recognise that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.</p> | <p>To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.</p> <p>To know that these universal rights are there to protect everyone and have primacy both over national law and family and community practice.</p> <p>To know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM).</p> <p>To understand that differences and similarities between people arise from a number of factors, including family, cultural,</p> |

| | | | | | | |
|--|---|---|--|---|--|--|
| | <p>confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary, constructively challenge others' points of view.</p> <p>To know that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media.</p> <p>To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong.</p> <p>To understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.</p> <p>To recognise ways in which a relationship can be unhealthy and who to talk to if they need support.</p> | <p>crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for themselves or others.</p> <p>To understand the term 'sexual relationship'.</p> <p>To learn about human reproduction.</p> | <p>To recognise and manage 'dares'.</p> <p>To learn about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</p> <p>To learn about school health and safety rules, basic emergency aid procedures, where and how to get help.</p> <p>To know about the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, the use of passcode, turning it off at night, etc.)</p> <p>To know and use strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</p> <p>To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy.</p> <p>To recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media).</p> | <p>To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action</p> | | <p>ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability (see 'protected characteristics' in the Equality Act 2010).</p> <p>To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.</p> <p>To learn why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.</p> <p>To realise the consequences of anti-social, aggressive and harmful behaviours, such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk.</p> <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyberbullying, use of</p> |
|--|---|---|--|---|--|--|

| | | | | | | |
|----------------------------|--|---|---|---|---|---|
| | | | To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong. | | | prejudice-based language, 'trolling', how to respond and ask for help). |
| Sticky Knowledge | I know how I can start to resist peer pressure I know how I can calm down when I am angry I know which secrets are 'OK' and which need to be shared I know what a healthy and unhealthy relationship looks like | I know how to look after my body during puberty I know how I can deal with changing emotions I know that certain things may influence how I feel about my body I know what is meant by a 'sexual relationship' | I know how to take responsibility for my own safety I know how to identify and manage pressure from peers I know how to use mobile devices safely | I know how to use basic mindfulness techniques I know what is meant by the cognitive triangle I know what is meant by a growth mindset I know why it is important to make good choices | I know what a global citizen is I know what is meant by global warming I know what biodiversity means I know how human energy use can harm the environment | I know what the Universal Declaration of Human Rights is and can explain why it is important I know why children have their own rights I know how I can be a rights-respecting citizen I know how some human rights activists have changed the world. |
| Fundamental British Values | | | | |  Individual Liberty Mutual Respect |  Individual Liberty Mutual Respect |
| Rights Respecting | | | | |  |  |
| Skills and Attributes | Personal Effectiveness Resilience Self-regulation Clarifying own values Developing and maintaining a healthy self-concept Identifying unhelpful 'thinking traps' Interpersonal and Social Effectiveness Respect for others' rights Managing influence Valuing and respecting diversity Using these skills to | Personal Effectiveness Recognising and managing peer influence Strategies for identifying and accessing appropriate help and support Developing and maintaining a healthy self-concept Interpersonal and Social Effectiveness Respect for others' rights Managing influence Using these skills to maintain healthy relationships Managing Risk and | Personal Effectiveness Recognising and managing peer influence Resilience Self-regulation Clarifying own values Interpersonal and Social Effectiveness Respect for others' rights Managing influence Empathy and compassion Using these skills to maintain healthy relationships Skills for employability (listening, leadership, negotiation, team work, | Personal Effectiveness Self Improvement Resilience Self organisation Clarifying own values Recalling and applying knowledge creatively Developing and maintaining a healthy self-concept Interpersonal and Social Effectiveness Discernment in evaluation the arguments of others Skills for employability (listening, leadership, negotiation, team work, | Personal Effectiveness Resilience Strategies for identifying and accessing appropriate help and support Self-regulation Recognising and managing peer influence Developing and maintaining a healthy self-concept Interpersonal and Social Effectiveness Empathy and compassion Discernment in evaluation the arguments of others Skills for employability | Personal Effectiveness Recognising and managing peer influence Resilience Self-regulation Clarifying own values Interpersonal and Social Effectiveness Respect for others' rights Managing influence Empathy and compassion Using these skills to maintain healthy relationships Skills for employability (listening, leadership, |

| | | | | | | |
|-------------------|---|--|---|---|---|---|
| | <p>maintain healthy relationships Discernment in evaluation the arguments of others Self-improvement Empathy and compassion</p> <p>Managing Risk and Decision-making Identify links between values and beliefs, decisions and actions Making decisions</p> | <p>Decision-making Identification, assessment and management of risk Making decisions</p> | <p>presentation) Enterprise skills and attributes</p> <p>Managing Risk and Decision-making Identification, assessment and management of risk Making decisions</p> | <p>presentation) Managing Risk and Decision-making Making decisions Analysis Identify links between values and beliefs, decisions and actions</p> | <p>(listening, leadership, negotiation, team work, presentation) Enterprise skills and attributes Managing influence Using these skills to maintain healthy relationships</p> <p>Managing Risk and Decision-making Identification, assessment and management of risk Making decisions Identify links between values and beliefs, decisions and actions</p> | <p>negotiation, team work, presentation) Enterprise skills and attributes</p> <p>Managing Risk and Decision-making Making decisions Identify links between values and beliefs, decisions and actions</p> |
| Year 6 Vocabulary | <p>Family, friends, relationship, acquaintances, VIPs, actions, appropriate, calm, emotions, angry, upset, disagreement, compromise, negotiation, disputes, respectful, respond, confidence, concerns, challenge, acceptable, pressure, unacceptable, media, anxious, influences, peer-pressure, secrets, confidential, support</p> | <p>Changing, body, puberty, rights, protect, inappropriate, unwanted, emotions, feelings, influences, ideal, body image, gender identity, sexual orientation, sexual orientation, differences, loving, sex, sexual relationship, reproduction, conception, birth</p> | <p>Responsible, independence, safe, risk, danger, hazard, assess, sensible, independence, risks, situation, confident, pressure, peers, dare, emergency, IT, e-safety, mobile device, habits, personal information, passwords, distribution, images, bullying, online, dangerous, uncomfortable, anxious,</p> | <p>Cognitive, thoughts, feelings, behaviours, positive, negative, mental health, choices, consequences, mindfulness, growth mindset, emotional health, mental health, physical health</p> | <p>Global citizen, UNCRC, community, responsibility, duty, rights, basic, universal, UNICEF, global warming, choices, sustainability, energy, harmful, water, biodiversity, encourage</p> | <p>UNCRC, rights, UNICEF, community, national, law, traditions, culture, Britain, differences, similarities, diverse, ethnicity, race, religion, Equality Act, protected characteristics, Europe, continents, bullying, discrimination, cyberbullying, trolling, activists, anti-social behaviour</p> |



RSE Long-term Plan

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------|--|---|--|--|---|---|
| Year 1 | It's My Body I know how much sleep I need I know why exercise is important I know some healthy snacks I know to ask an adult if I am unsure if something is safe to eat or drink | TEAM I know how I can be a positive learner I know about unkind behaviour, bullying and teasing | Aiming High I know some of my star qualities I know what a positive learning attitude is I know that I will need a job when I am older | Britain I know what is meant by community I know how I can be a good neighbour I know that I live in Britain I know how British people can be similar and different | Be Yourself I know some common feelings I know when I might feel happy and when I might feel safe I know why it is important to share my feelings | Money Matters I know some different ways of getting money I know that I need to keep money safe I know some ways of keeping track of what I spend |
| Year 2 | VIPS I know who I can talk to if I am worried or upset I know what cooperate means | Growing Up I know the words penis and vagina I know what is meant by 'consent' | Think Positive I know what is meant by a positive mindset I know what mindful means I know that I can make positive or negative choices | Respecting Rights I know that all children have rights I know that there are people who protect our rights I know what to do if I don't feel safe I know what it means to be respectful | Safety First I know what to do if I feel in danger I know that I should call 999 in an emergency I can name some of the people who can help to keep me safe I know that private body parts are private | One World I know what is meant by 'natural resources' I know how my school is different from other schools I know what environment means |
| Year 3 | It's My Body I know what will happen if I don't get enough sleep I know what happens to my muscles when I exercise I know that too much sugar is bad for me I know when a 'secret' should be shared I know the difference between medicine and harmful drugs and chemicals | Aiming High I know how to identify my own achievements I know what a positive learner is and how this will help me I know what skills and interests are needed for different jobs I know that gender does not limit my ambitions | Money Matters I know about different ways to pay for things I know that people can borrow money I know some of the consequences of debt I know that advertisements try to influence what we buy | TEAM I know what is meant by a 'dispute' I know what is meant by the word 'resolve' and can think of ways to resolve disputes I know the qualities I need to work well in a time | Be Yourself I know some of my achievements I know how I can be assertive I know that messages from the media are not always realistic I know how mistakes help us to learn and grown | Britain I know what a democracy is I know what rules and laws are I know what liberty means I know what it means to have a 'diverse society' |

| | | | | | | |
|----------------------|---|---|--|---|--|---|
| <p>Year 4</p> | <p>Think Positive I know why it is important to look after my mental health I know and can recognise a range of positive and negative emotions I know how mindfulness techniques can help to keep me calm I know how to apply a positive attitude towards my learning</p> | <p>One World I know that some people have opinions that are different from my own I know that my actions have an impact on people in different countries; I know what climate change is I know some organisations working to help people in challenging situations in other communities.</p> | <p>Growing Up I know the male and female body parts needed for reproduction I know some of the changes boys will go through during puberty I know some of the changes girls will go through during puberty I know how babies are made</p> | <p>Safety First I know it is partly my responsibility to stay safe and healthy I know what to do if I am in a risky situation I know what is meant by 'peer pressure' I know some of the ways I can stay safe online</p> | <p>Respecting Rights I know what human rights are I know what the Universal Declaration of Human Rights is I know that we all have the same rights and that nobody can take them away I know what a stereotype is and can talk about why they are harmful</p> | <p>VIPs I know that my attitude impacts friendships I know what is meant by a dare I know who my support network is I know what I need to do if someone is being bullied</p> |
| <p>Year 5</p> | <p>Aiming High I know that a positive attitude can help me succeed in life I know what skills employers look for in employees I know what a gender stereotype is I know how to work successfully with others in a team</p> | <p>TEAM I know what attributes make a good team I know how to disagree with someone respectfully I know that sometimes I might need to compromise I know the importance of shared responsibility when working in a successful team</p> | <p>Be Yourself I know why being unique should be respected and celebrated I know how I can cope with uncomfortable feelings I know why it is important to make amends when I've made a mistake</p> | <p>Britain I know about the range of faiths and ethnicities in Britain I know how and why laws are made I know some of the roles of local government I know the basic structure of national government</p> | <p>It's My Body I know that it's my body and my choice I know where and how to get help if something worries me I know some of the changes I'll go through during puberty I know some things that can be harmful for my body (drugs, tobacco and alcohol)</p> | <p>Money Matters I know what is meant by 'financial risk' I know some of the ways that advertisers try to influence us I know what is meant by the phrase 'critical consumer' I know what is meant by the words 'tax' and 'interest'</p> |
| <p>Year 6</p> | <p>Respecting Rights I know what the Universal Declaration of Human Rights is and can explain why it is important I know why children have their own rights I know how I can be a rights-respecting citizen I know how some human rights activists have changed the world.</p> | <p>Growing Up I know how to look after my body during puberty I know how I can deal with changing emotions I know that certain things may influence how I feel about my body I know what is meant by a 'sexual relationship'</p> | <p>VIPS I know how I can start to resist peer pressure I know how I can calm down when I am angry I know which secrets are 'OK' and which need to be shared I know what a healthy and unhealthy relationship looks like</p> | <p>One World I know what a global citizen is I know what is meant by global warming I know what biodiversity means I know how human energy use can harm the environment</p> | <p>Think Positive I know how to use basic mindfulness techniques I know what is meant by the cognitive triangle I know what is meant by a growth mindset I know why it is important to make good choices</p> | <p>Safety First I know how to take responsibility for my own safety I know how to identify and manage pressure from peers I know how to use mobile devices safely</p> |