



FST Primary Schools Federation in collaboration with Langton Primary School



Relationships, Sex and Health Education (RSHE) Policy



Love, Learn and Grow Together

At Terrington and Foston Church of England Schools, our commitment to promoting inclusivity, affirming diversity, embracing community and inspiring creativity is rooted in the words of St Paul who wrote, 'The fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control' (Galatians 5 v 22-23). These Christian values are fostered in the pupils and staff building an ethos where all can flourish.

At Stillington Community Primary School, our commitment to promoting inclusivity, affirming diversity, embracing community and inspiring creativity is rooted in the core values of love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control. These core values are fostered in the pupils and staff, building an ethos where all can flourish.

Langton Primary School values excellence, creativity, respect, collaboration, nurture and resilience. Our vision is for Langton to be an excellent school, where outstanding practice and a nurturing ethos enable every child to thrive.

Approved by: Curriculum Link Governor / HT

Last reviewed: May 25

Next review due: May 26

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1. Aims

This policy covers our schools' approach to Relationship, Sex and Health Education, not only in lessons but through the attitude of our staff and pupils, our ethos, and our approach and commitment to equality both within and outside of the classroom. Our schools actively support and value all our children. All children are unique and the school has a mission to work in partnership with all stakeholders to ensure equality and equity for all our children. We aim to prepare each child well for their future and help each pupil to fulfil their potential physically, academically, socially, morally and spiritually.

There is a wide spectrum of understanding about human sexuality and gender, and within a school community many different views may be held. It is acknowledged that this is a sensitive topic. However, this does not negate the absolute necessity to combat bullying of any type and to create an inclusive school environment that enables all children and young people to flourish.

The aims of relationships, sex and health education (RSHE) at our schools are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships

- Teach pupils the correct vocabulary to describe themselves and their bodies
- Develop positive values and a moral framework that will guide their decisions and behaviour
- Recognise healthy relationships and friendships and how to avoid exploitative relationships both on and offline
- Ensure pupils value, care for and respect their bodies
- Enable young people to gain information, develop and transfer skills and explore attitudes and values, in order to support informed decision-making as part of the Christian ethos at Terrington and Foston primary schools, as well as taking responsibility of their body, relationships, reproduction, sexual health and wellbeing.

2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSHE, we must have regard to guidance issued by the secretary of state, as outlined in [section 403 of the Education Act 1996](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- [The Public Sector Equality Duty \(as set out in section 149 of the Equality Act 2010\)](#). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities
- DfE statutory guidance on [relationships, sex and health education](#) (June 2019)

At Terrington, Foston, Stillington and Langton, we teach RSHE as set out in this policy.

3. Definitions and content

Within RSHE, **the definition of Relationships is:** the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.

This will focus on the content outlined in [KCSIE 2024's statutory guidance for schools](#) DfE pg 36-37:

- healthy and respectful relationships
- boundaries and consent
- stereotyping, prejudice and equality
- body confidence and self-esteem
- how to recognise an abusive relationship, including coercive and controlling behaviour
- the concepts of, and laws relating to - sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called 'honour'-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support, and
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.

Please see Appendices 1 and 2 for further information on what pupils will learn by the end of primary school.

The definition of sex education is:

Is tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

The Relationship, Sex Education and Health Education (England) Regulations 2019, made relationship and health education compulsory in all primary schools, Sex Education is currently not compulsory. Please see section 8 of this policy for withdrawal information. However, the Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and maturity of the pupils.

The definition of health education is:

Is the statutory learning to develop the understanding of characteristics that constitute to good physical health and mental wellbeing.

4. Curriculum

Our RSHE curriculum is set out as per Appendix 1, as part of the two year rolling programme of our PSHE curriculum, but we may need to adapt it as and when necessary.

By promoting equity and equality in RSHE, we ensure that every child, regardless of their background, identity, or personal circumstances, has access to inclusive, respectful, and supportive learning. Equity ensures that teaching is tailored to meet the diverse needs of all pupils, providing additional support where needed to overcome barriers to learning. Equality guarantees that all children are treated fairly and with dignity, fostering an environment where differences are valued and everyone feels safe to express themselves. Together, equity and equality help create a foundation for positive relationships, self-respect, and understanding of others, which are essential for children's wellbeing and social development.

We have developed the curriculum considering the age, developmental stage, needs and feelings of our pupils and share topics with parents through half termly bulletins.. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

Primary sex education will focus on: How a baby is conceived and born – This will look at different methods of conception for different types of families.

For more information about our curriculum, see our curriculum map in Appendix 1.

5. Delivery of RSHE

RSHE is taught through:

- Weekly personal, social, health and economic (PSHE) education curriculum.

- Sex Education is taught in the summer term in Key Stage Two within the two-year cycle weekly in PSHE – parents of these children will be notified of the topics and term this will be taught.
- Discretely through interpersonal discussion at age related level
- Other Curriculum areas, especially Science, English, RE and PE
- Enrichment activities, especially our assembly programme, social skills groups, involvement in school trips and adventurous activities, activities carried out as part of our development as a health promoting school where appropriate.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Intimacy, intercourse and reproduction which is not included in the science curriculum

For more information about our RSHE curriculum within the PSHE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances, in line with our Christian and core values (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

5.1 Inclusivity

We will teach about these topics in a manner that:

- considers how a diverse range of pupils will relate to them
 - is sensitive to all pupils' experiences
 - during lessons, makes pupils feel safe and supported and able to engage with the key messages
 - ensures that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - a whole-class setting
 - small groups or targeted sessions
 - 1-to-1 discussions
 - digital formats
- gives careful consideration to the level of differentiation needed

5.2 Use of resources

We will consider whether any resources we plan to use:

- are aligned with the teaching requirements set out in the statutory RSHE guidance
- would support pupils in applying their knowledge in different contexts and settings
- are age-appropriate, given the age, developmental stage and background of our pupils
- are evidence-based and contain robust facts and statistics
- fit into our curriculum plan
- are from credible sources
- are compatible with effective teaching approaches
- are sensitive to pupils' experiences and will not provoke distress

6. Use of external organisations and materials

We will make sure that any agency and any materials used are appropriate and in line with our legal duties around political impartiality. The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with: This policy; The [Teachers' Standards](#); The [Equality Act 2010](#); The [Human Rights Act 1998](#); The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach, and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they are going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Make Parents/carers aware of external visitors used to enhance the curriculum offer
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We will not, under any circumstances:

- Work with external agencies that take or promote extreme political positions

- Use materials produced by such agencies, even if the material itself is not extreme

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSHE policy and hold the headteacher to account for its implementation.

7.2 The headteacher and PSHE lead

The headteacher and PSHE Lead are responsible for ensuring that RSHE is taught consistently across the Federation, and for managing requests to withdraw pupils from non-statutory (sex education beyond the science curriculum) content components of RSHE (see section 8).

7.3 Staff

Staff are responsible for:

- › Delivering RSHE in a sensitive way
- › Modelling positive attitudes to RSHE
- › Monitoring progress
- › Responding to the needs of individual pupils
- › Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory (sex education beyond the science curriculum) components of RSHE

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher and/or the PSHE lead.

All teaching staff across our 4 schools are responsible for teaching RSHE guided by our coordinator - PSHE Lead.

7.4 Pupils

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

8. Parents' right to withdraw

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

Parents **have the right** to withdraw their children from the non-statutory (sex education beyond the science curriculum) **components of sex education** within RSHE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

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

9. Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar. Regular updates are shared with staff and the PSHE lead will continue to develop their knowledge and understanding of the PSHE curriculum, teaching pedagogy and statutory changes/priorities through local authority network meetings and training.

10. Monitoring arrangements

The delivery of RSHE is monitored by the PSHE Lead through:

- Planning looks
- Lesson observations
- Pupil Voice
- Learning walks
- Teacher feedback

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the RSHE coordinator for each school annually.

At each review, the policy will be approved by Headteacher and Curriculum Link Governor/s.

Appendix 1: PSHE Curriculum map 2 year rolling programme

Foston CE (VC), Terrington CE (VA) & Stillington Community Primary Schools in Collaboration with Langton Primary School Progression Map

Subject: PSHE



Subject Intent:

We aim to develop resilient, independent, loving and caring individuals who have a sound awareness of the key principles of relationships, respect, careers, health and safety to prepare them for future life.

We wish to:

- develop pupils' cultural capital by giving pupils the information they require to gain a knowledge of the wider world through awe and wonder experiences.
- create an understanding of a multicultural and diverse world in which we live.
- promote acceptance, respect and celebrate our differences.
- inspire awareness of local and wider communities to make positive changes to the world.
- embed how to keep safe
- foster British values and what it means to be British.
- expand understandings of careers to prepare and inspire pupils.
- nurture positive relationships (including RSE).
- cultivate positive, healthy strategies for physical and mental wellbeing.

Objectives

The objectives we use for PSHE for years 1-6 are based on the PSHE association's scheme of learning which is a recommended resource within the RSHE guidance.

The EYFS objectives are the school's EYFS curriculum objectives based on Development Matters.

Key Concept	Overview	EYFS	Key Stage 1 (Y1/2)	Lower Key Stage 2 (Y3/4)	Key Stage 2 (Y5/6)
Autumn 1	Topic	What is a relationship? Who is my family?	Making relationships	Healthy relationships	Types of relationships

Me and my relationships Year A <u>Community</u>	Objectives	- Shows interest in the lives of people who are familiar to them. (R) - Build constructive and respectful relationships. (R) - Identify and moderate their own feelings socially and emotionally. (R) - Think about the perspectives of others. (R) - Talk about members of their immediate family and community. (R)	- To learn how to be a good friend, e.g., kindness, listening, honesty. - To learn about different ways that people meet and make friends. - To learn about what causes arguments between friends and how to positively resolve arguments between friends - To learn how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else - To learn how to recognise hurtful behaviour, including online what to do and whom to tell if they see or experience hurtful behaviour, including online - To learn about what bullying and its types as well as how someone may feel if they are being bullied.	- To learn about the features of positive healthy friendships such as mutual respect, trust and sharing interests. - To learn strategies to build positive friendships and how to seek support with relationships. - To learn how to communicate respectfully with friends when using digital devices and how online differs from real life. - To learn what to do or whom to tell if they are worried about any contact online. - To learn how people may behave differently online including pretending to be someone they are not. - To recognise when it is right to share a secret. - To learn how to report concerns and seek help if worried or uncomfortable about someone's behaviour.	- To learn what makes a healthy friendship and strategies to make people feel included. - To learn about peer influence and the impact of the need for peer approval. - To learn strategies to manage peer influence and the need for peer approval. - To learn that it is common for friendships to experience challenges and how to resolve disputes. - To learn that friendships change over time and the benefits of having new and different types of friends. - To recognise if a friendship is making them feel unsafe, worried, or uncomfortable. - To learn whom to tell if they are concerned about unwanted physical contact.
	Knowledge	They can identify their friends.	Every action has a consequence both positive and negative.	Sometimes we need to share a secret in order to keep ourselves or others safe.	Falling out with friends is normal and can be solved.

		• They can identify their family. • They can develop and maintain friendships	• Kind acts make people feel happy and unkind acts make people feel sad. • A friend is someone who we care about and that cares about us. • If someone is unkind we need to tell an adult we trust.		• Some secrets make people happy and some secrets can make people feel sad. • When something concerns us we can tell a teacher or a parent. • A healthy relationship is when two people trust, respect and value each other.		• Challenges can be resolved by talking to each other, making compromises or telling an adult. • It is good to have more than one friend. • When we feel unsafe or uncomfortable we can tell a trusted adult.	
	Vocabulary	Friend Family Play Share Support trust	Friend Relationship Boy/Male Girl/female Respect Difference Safe Onn/Offline	Teasing Change Worry Right Bullying Healthy	Positive friendships Trusted Network Mutual	Respect Communica te Secret appropriate	Physical contact Reconcile Dispute Resolve	Assertive
Autumn 1	Topic	What is a relationship? X 3 Who is my family? X 3	Roles of people in a family		Features of a family		Types of families	
Me and my relationships Year B Community	Objectives	• To show interest in the lives of people who are familiar to them. (R) • To build constructive and respectful relationships. (R) • To identify and moderate their own feelings socially and emotionally. (R)	• To learn about people who care for them, e.g., parents, siblings, grandparents, relatives, friends, teachers. • To understand the role these different people, play in children’s lives and how they care for them. • To learn what it means to be a family and how families are different. • To learn about the importance of telling		• To learn about different types of families. • To learn about positive healthy friendships and strategies to build positive friendships. • To learn how to seek support with relationships if they feel lonely or excluded. • To learn when it is right to keep or break a confidence or share a secret.		• To learn what a positive family relationship is and the ways people care for others. • To learn what to do and whom to tell if family relationships are making them feel unhappy or unsafe. • To learn about what privacy and personal boundaries and reporting risks. • To understand different kinds of loving relationships and that people who love each other can be of any gender, ethnicity or faith.	

		- To think about the perspectives of others. (R) - To talk about members of their immediate family and community. (R)	someone and how to tell them — if they are worried about something in their family. - To learn about situations when someone's body or feelings might be hurt and whom to go to for help. - To learn about what it means to keep something private, including parts of the body that are private	- To learn how to recognise risks online, how to communicate respectively and how people may behave differently online. - To learn how to report concerns and who to seek help if worried. - To understand that being part of a family provides support, stability and love and about the positive aspects of being part of a family, such as spending time together and caring for each other.	- To understand what marriage and civil partnership mean and that people have the right to choose whom they marry or whether to get married and that to force anyone into marriage is illegal. - To learn strategies to respond to pressure from friends including online.
Knowledge		- They can identify their friends - They can identify their family - They can develop and maintain friendships	- There are many different people who care for us including parents, siblings, grandparents and teachers. - Teachers keep us safe in school, parents keep us safe at home and police keep us safe all the time. - Families can be different for everybody, but they are typically made up of people who love and care for each other - If we are worried about something we can tell an adult that we trust.	- A same sex relationship is a relationship between two people of the same sex. - All families are different and are made from people who care for and respect us. - Sometimes we need to share a secret in order to keep ourselves or others safe. - If we are concerned about something, then we can talk to a trusted adult at home or at school.	- Families can look different for everyone and can be made up in many different ways. - Marriage is a legal union between two people who love each other and choose to live together as a family. It is a choice. - If we feel pressured to do anything then we should tell a trusted adult immediately. - People who love each other can be of any gender, ethnicity or faith. - Privacy is the right to be left alone and not be intruded upon.

			Our body parts are private and belong to us. Nobody should ask to see or touch them unless we need a doctor.					
	Vocabulary	Friend Family Play Share Support trust	Siblings Relatives Role Single Parents	Private Families Privacy	Blended Personal Boundaries Privacy	Legal Stability Foster Adoptive Social	Pressure Declaration Gender	Sexual orientation Discrimination Forced Commitment
Autumn 2 Respecting myself and others Year A <u>Diversity</u>	Topic	What is respect and how can I show it?	How can I show respect?		Recognising respecting others		Respecting my body and others	
	Objectives	- To see themselves as a valuable individual. (R) - Express their feelings and consider the feelings of others. (R) - Further develop the skills they need to manage the school day successfully, lining up, queueing and mealtimes. (R)	- To identify different types of touch and how they make people feel (e.g., hugs, tickling, kisses and punches) - To know how to respond if being touched makes them feel uncomfortable or unsafe. - To recognise when it is important to ask for permission to touch others and to know how to ask for		- To learn about bullying online and the similarities/differences to face-to-face bullying and who to tell if they see or experience bullying. - To learn about bullying and hurtful behaviour as well as the consequences for people involved. - To recognise respectful behaviour and the ways people show it in different		- To explain the difference in having a joke with friends and how this can impact in a negative way. - To identify online bullying and discrimination of groups or individuals. - To learn what discrimination means and different types of discrimination. - To learn why it is important to listen and respond respectfully to a wide range of people including those whose traditions, beliefs and	

		• Give focused attention to what the teacher says responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions. (ELG) • Recognise some similarities and differences between life in this country and life in other countries. ®	and give/not give permission. • To understand what kind and unkind behaviour mean in and out school. • To understand how kind and unkind behaviour can make people feel. • To know what respect means and about our class rules, being polite to others, sharing and taking turns.	cultures and in wider society • To learn what it means to treat others and be treated politely. • To learn how to model respectful behaviour in different situations e.g., at home, at school and online. • To learn the importance of self-respect and their right to be treated respectfully by others.	lifestyle are different to their own. • To recognise that everyone should be treated equally. • To identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations and how to respond. • To learn how about permission for physical contact and how it feels in a person's mind and body when they are uncomfortable.
	Knowledge	• To know they are special • To understand how to take turns • To know that everyone is different. • To celebrate difference	• To know what makes them feel comfortable and uncomfortable. • To listen to others, learn, be kind and respectful and stay safe. • ChildLine is a charity to ask for advice and help with	• That bullying is the repetitive, intentional hurting of one person or group by another person or group. • To share 1 example of respect at school and 1	• The 9 protected characteristics are: sex, sexual orientation, race, religion/belief, gender reassignment, marriage/civil partnership, maternity/paternity, age and disability. • Trusted adults are people whose words and actions make you feel safe.

			their problems on the number 08001111. Your underwear covers up your private parts and no one should ask to see or touch them. Sometimes a doctor, nurse or family members might have to.		examples of respect at home. - Respect in school is to treat each other with dignity, listen to each others' points of view, and recognising that there may be disagreement. - Respect at home is listening to a trusted adult, following rules and valuing their feelings and their views. - To know some of the protected characteristics including: age, religion or belief and disability Peer pressure is when you are influenced by other people (your peers) to act in a certain way		- Discrimination is the process of making unfair or prejudicial distinctions between people based on the groups, classes, or other categories to which they belong or are perceived to belong, such as race, gender, age, religion, physical attractiveness or sexual orientation. - Consent is agreement that is given willingly and freely without exploitation, threat or fear, and by a person who has the capacity to give their agreement.	
	Resources:	•	- NSPCC - Consent		- Friend ships & Bullying - Caring Friendships - Sharing pics		- Caring Friendships - Consent - Understanding consent - Belonging to a community	
	Vocabulary	Respect Sharing Same Different Feelings special	Unsafe Sharing Kind Behaviour Private	Uncomfortable	Include Value Differences Sensitive Risk	Hurtful Aspiration Bullying Respectful Protected characteristics	Homophobia - sexual orientation Racism - Race Sexism - Sex Trolling Harassment Discrimination	Respectfully Equality Unacceptable Tradition Consent
Autumn 2	Topic	What is respect and how can I show it?	Recognising respect		Respecting similarities and differences		Expressing and Respecting points of view	
Respecting myself and others Year B Diversity	Objectives	- To see themselves as a valuable individual. (R) - Express their feelings and consider the feelings of others. (R)	To know the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help if they need it.		To differentiate between playful teasing, hurtful behaviour and bullying, including online.		- To know how to assess the risk of different online 'challenges' and 'dares. - To know how to get advice and report concerns about personal safety, including online.	

		• Further develop the skills they need to manage the school day successfully, lining up, queueing and mealtimes. (R) • Give focused attention to what the teacher says responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions. (ELG) • Recognise some similarities and differences between life in this country and life in other countries. (R)	• To know how to resist pressure to do something that feels uncomfortable or unsafe. • To understand how to ask for help if they feel unsafe or worried. • To know what vocabulary to use about the things they have in common with their friends, classmates, and other people • To understand how friends can have both similarities and differences. • To know how to share their ideas and listen to others, take part in discussions, and give reasons for their views	• To understand how to respond if they witness or experience hurtful behaviour or bullying, including online. • To recognise the difference between ‘playful dares and dares which put someone under pressure, at risk, or make them feel uncomfortable. • To recognise differences between people such as gender, race, faith. • To recognise what they have in common with others e.g., shared values, likes and dislikes, aspirations. • To know about the importance of respecting the differences and similarities between people	• To understand what consent means and how to seek and give/not give permission in different situations. • To learn about the link between values and behaviour and how to be a positive role model. • To now how to discuss issues respectfully • To learn how to listen to and respect other points of view and how to constructively challenge points of view they disagree with • To learn ways to participate effectively in discussions online and manage conflict or disagreements
	Knowledge	• To know they are special • To understand how to take turns • To know that everyone is different. • To celebrate difference •	• A happy surprise is an unexpected event that makes someone feel happy. • An uncomfortable secret is a secret that makes a child feel scared, confused, or uncomfortable. • We can talk to a teacher or a parent if we feel unsafe or uncomfortable. • We might have lots in common with our friends such as, hair	• A bully is a person who purposely tries to hurt others emotionally or physically. • If someone is being bullied, then we can tell a trusted adult. • There are many ways that people can differ, including through race, gender and faith. • Respecting everyone's differences means treating	• Online challenges and dares can pose a risk to our health and safety. • If we are concerned about our personal safety then we can tell a parent, teacher or childline. • A positive role model is someone who inspires others to make the right choices by demonstrating the school values. • Constructively challenging someone involves asking respectful questions to help develop better ideas.

			colour, religion, age, height or culture. When other people share their ideas, we must be respectful and listen.		everyone with kindness and dignity, regardless of how they are different from you.			
	Vocabulary	Respect Same Different Feelings special	Surprises Pressure Secrets Unsafe Secrets	Discussions Resist Pressure Similarities Uncomfortable	Include Value Aspirations risk	Pressure Bullying Differences	Permission Challenges Risk assessment	Conflict Challenge Consent Role model
Spring 1	Topic	What I need to know and what I want to be?	Why we need rules?		Rights & Responsibilities		Accountability in society	
Me and my future Year A Community	Objectives	- Explain the reasons for the rules. (ELG) - Know right from wrong and try to behave accordingly. (ELG) - Recognise that people have different beliefs and celebrate special times in different ways. (R) - Show resilience and perseverance in the face of a challenge. (R) - Set and work towards simple goals. (ELG) - Being able to wait for what they want and control their immediate impulses when appropriate. (ELG)	- To learn about examples of rules in different situations, e.g., class rules, rules at home, rules outside. - To understand that different people have different needs and how we can care for them. - To understand how we can look after the environment. - To understand how we are a part of different groups, and the role they play in these groups e.g. class, teams, faith groups. - To understand the different rights and responsibilities that they have in school and the wider community. - To recognise that they are all equal, and ways in which they		- To learn about their rights and responsibilities. - To learn what human rights are and how they protect people. - To know why we have rules and the importance of abiding by the law as well as the consequences. - To understand the make-up of a community. - What are my responsibilities within my community? - To know how to show compassion towards others in need and the shared responsibilities of caring		- To know and recognise prejudice and discrimination. - To show how to recognise stereotypes in different contexts how to challenge this. - To learn about how resources are allocated and the effect this has on individuals, communities and the environment. - To know the importance of protecting the environment and how everyday actions can either support or damage it. - To know how to show responsibility for the environment, animals and other living things and how money impacts this.	

Prevent

				are the same and different to others in their community.		Prevent			
	Knowledge	- To follow the class rule of being kind, safe and respectful. - Turn taking is letting each person have an equal share/go in a game. - A challenge is going beyond your comfort zone to improve ones' self.		- We must put litter in the bin to help our environment - I look both ways when I cross the road. - I put my hand up in class when I want the teacher's attention. - I must listen to my parents instructions to keep safe at home. - Equality is everyone being treated the same. - I am part of a community which may be: my class, my local community, my sport group, my religious group e.t.c		- That a community is a group of people who share something in common, such as a location, interests, or activities that they enjoy. - I belong to different communities at home / school and can share this with my class. - That the 3 R's are reduce, reuse and recycle. - A human right is a right which is believed to belong to every person which is based on moral principals protected by national and international law. - Rights are needs or the things that we should all have. These are things like the right to learn by going to school, or the right to be safe. We also have responsibilities. These are things we are expected to do, such as following rules or being kind and helpful to others. - A law is a rule made up by the government that must be followed by everyone.		- That prejudice is an unfair feeling of dislike for a person or group because of race, sex, religion, etc - That discrimination is the unfair treatment of a person based on a certain personal characteristic - We can help the environment by turning lights off, reducing how much plastic we use and walking and cycling more often. - The government spends their money in different ways, some of which can impact our environment. - We can save water by turning taps off, shorter showers and recycling water. - That the 3R's stand for reduce, reuse and recycle and help us to reduce our impact on the environment. - A stereotype is having a preconceived idea of someone.	
	Vocabulary	Rules Money Jobs	Wrong Challenge	Community Included Equal rights	Responsibilities Environment Rules	Laws Society Human Rights	Volunteering Compassion Shared responsibility	Resources Prejudice Discrimination	Influence Attitude Opinions

		Right		Strengths Care for	Needs	Contribute Consequence	Citizen	Stereotypes	Strategies
Spring 1	Topic	What I need to know and what I want to be?		What is Money and its use?		Making money		Influences surrounding money	
Money and Jobs Year B Sustainability	Objectives	- To explain the reasons for rules. (ELG) - To know right from wrong and try to behave accordingly. (ELG) - To recognise that people have different beliefs and celebrate special times in different ways. (R) - To show resilience and perseverance in the face of a challenge. (R) - To set and work towards simple goals. (ELG) - To be able to wait for what they want and control their immediate impulses when appropriate. (ELG)		- To know about how different strengths and interests are needed to do different jobs. - To know about different jobs and the work people do in the community. - To know about what money is and its different forms e.g., coins, notes, and ways of paying e.g., debit cards and electronic payments. - To know about getting, keeping and spending money. - To know that people are paid money for the job they do. - To know how people make choices about spending money, including thinking about needs and wants.		- To learn how people make different spending decisions based on their budget, values and needs. - To learn about different ways to pay for things such as cash, cards, e-payment and the reasons for using them that how people spend money. - To learn how to keep track of money and why it is important to know how much is being spent. - To learn about jobs that people from different sectors and that people can have more than one job at once or over their lifetime. - To learn about skills needed to do a job and recognise how interests, skills and achievements and how these might link to future jobs. - To learn about common myths and gender stereotypes related to work and how to challenge stereotypes.		- To learn about the role that money plays in people's lives, attitudes towards it and what influences decisions about money. - To learn about value for money and how companies encourage customers to use payment to buy things. - To learn how having or not having money can impact on a person's emotions, health and wellbeing. - To learn how money can be gained or lost. - To identify jobs that they might like to do in the future and the role ambition can play in achieving a future career. - To learn about the importance of diversity and inclusion to promote people's career opportunities and stereotyping in the workplace. - To understand the common risks associated with money, including debt, fraud and gambling. - To understand how to get help.	

	Knowledge	- To follow the class rules - To know what the right thing is to do - To take turns playing with my toys. - To set a challenge for myself.	- Money is the way in which we buy things. - Money can be on a card, in notes or in coins. - People get paid money when they do a job. - Money can be kept safe in a bank. - A need is something that we have to have in order to survive. - A want is something that we would like but we do not need to survive. - We can find a job based on what we enjoy and what we are good at.	- We can pay for things by using coins, notes, debit cards or online payments. - Doing charity work is the act of giving time, skills, resources, or other forms of support to people in need - All jobs have different skills that you need to have in order to do them. - A budget is when you give yourself a limit on the money that you spend.	- Debt is the state of owing money, goods, or services to another person. - Fraud is when someone is tricked into giving up something of value, usually money, through dishonest means. - A stereotype is an oversimplified belief or assumption about a group of people, based on their shared characteristics. - To do the job that we would like we need to learn the skills that we need either in school, college or university. - Money is the way in which we buy things and get paid.
	Vocabulary	Rules Money Jobs Right Wrong challenge	Jobs Community Coins Notes Debit cards Needs Wants Pay Money Spending.	Budget Needs E-payment Charities Stereotype STEM Skills Interests Achievements.	Apprenticeships University Stereotyping Inclusion Diversity Career opportunities Working conditions Fair pay Financial risk Debt
My healthy lifestyle Year A Creativity Creativity	Topic	How can I stay healthy?	Keeping my body healthy	Healthy choices and habits	Physical and Mental health care
	Objectives	- Managing their own needs and personal hygiene. (R) - Manage their own basic hygiene and personal needs including dressing, going to the toilet and understanding	- To learn what it means to be healthy and why it is important and who helps us keep healthy. - To learn of ways to take care of myself each day and why hand washing is important.	- To identify the everyday healthy and unhealthy choices that could affect my health. - To learn that regular exercise such as walking or cycling has positive benefits for their mental	- To understand that mental health as important as physical health and recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support. - To identify where they and others can ask for help and support with mental wellbeing in and outside school and the

		the importance of healthy food choices. (ELG) Know and talk about the different factors that support their overall health and wellbeing, regular physical activity, healthy eating, tooth brushing, sensible amounts of screen time, having a good sleep routine. (R)	- To learn about healthy and unhealthy foods and how it keeps people healthy. - To learn about different types of physical play and how it keeps us healthy. - How can I keep safe in the sun?	and physical health. - To understand what is meant by a healthy, balanced diet. - To learn about the things that affect feelings and strategies people use to share them as they change overtime. - To learn what can help people to make healthy choices and what might negatively influence them.	importance of asking for support from a trusted adult. - To learn about the changes in life including death, and how these can cause conflicting feelings of loss or grief and how to receive support with loss, grief or other aspects of change. - To learn how balancing time online with other activities helps to maintain their health and wellbeing as well as strategies to manage time and whom to tell if we are concerned. - To share different feelings and how negative experiences can affect mental wellbeing and what positive strategies help manage feelings.
Knowledge		- To know how to brush my teeth. - To know what foods are good for me. - To know how to wash my hands - To know why I need sleep - To know to drink water to keep hydrated	- In order to stay healthy, we need to, clean ourselves, wash our hands regularly and brush our teeth. - Washing our hands helps stop us picking up germs. - We need to eat around 5 fruits or veg a day to eat healthily. - A doctor, dentist or a nurse can help keep us healthy. - We can exercise our bodies by running, playing sports or swimming.	- We can exercise our bodies by playing sports, running, swimming or walking. - A balanced diet is a diet that provides the nutrients we need to grow, develop, and have energy. - Exercising can help us control our feelings and emotions.	- Mental wellbeing is a measure of how we think, feel, and act, and how we relate to ourselves and others. - If we are experiencing difficulties with our mental wellbeing we can talk to a parent, a teacher or a doctor. - We can develop strategies to deal with different emotions such as hobbies and sports, breathing exercises and having a calm space. - Grief is a feeling of sadness and loss that people experience after the death of a loved one or a major life change. - In order to protect our health we need to balance our time between activities and getting enough rest.

	Vocabulary	Food Water Washing Dressing Sleep Brushing teeth health	Health, Hygiene healthy foods, unhealthy foods	mental wellbeing, hand washing, trusted adult	Mental wellbeing, exercise, balanced diet,	healthy lifestyle, habits, feeling.	Mental wellbeing, mental ill-health, support,	trusted adult, conflicting feelings, grief, habit.
My healthy lifestyle Year B Creativity	Topic	How can I stay healthy?	Healthy sleep & teeth		Oral hygiene		Protecting body	
	Objectives	- To manage their own needs and personal hygiene. (R) - To manage their own basic hygiene and personal needs including dressing, going to the toilet and understanding the importance of healthy food choices. (ELG) - To know and talk about the different factors that support their overall health and wellbeing, regular physical activity, healthy eating, tooth brushing, sensible amounts of screen time, having a good sleep routine. (R)	- To know about routines and habits for maintaining good physical and mental health including getting enough sleep and rest. - To know that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies. - To know the importance of, and routines for, brushing teeth and visiting the dentist and how food and drink that can affect dental health. - To know how to describe and share a range of feelings and find ways to feel good, calm down or change their mood e.g., playing outside, listening to - music, spending time with others.		- To identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally. - To learn what good physical health means and how to recognise early signs of physical illness. - To understand that common illnesses can be quickly and easily treated with the right care. - To learn how to maintain oral hygiene and dental health, including how to brush and floss Correctly. - To understand the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health.		- To understand how sleep contributes to a healthy lifestyle and to recognise healthy sleep strategies and how to maintain them. - To learn about the benefits of being outdoors and in the sun for physical and mental health. - To understand how to manage risk in relation to sun exposure, including skin damage and heat stroke - To know how medicines can contribute to health and how allergies can be managed. - To know that some diseases can be prevented by vaccinations and immunisations. - To understand that bacteria and viruses can affect health and know how they can prevent the spread of bacteria and viruses with everyday hygiene routines.	

			- To know how to manage big feelings including those associated with change, loss and bereavement. - To understand when and how to ask for help, and how to help others, with their feelings.					
	Knowledge	- To know how to brush my teeth. - To know what foods are good for me. - To know how to wash my hands - To know why I need sleep - To know to drink water to keep hydrated	- We all have lots of emotions including sad, happy, calm and angry. - We can calm ourselves down by counting to 10, going to a quiet space or breathing deeply. - We must brush our teeth twice a day for two minutes. - Chocolate and sweets are bad for our teeth. - We can look after ourselves by eating healthy food and exercising.		- We should visit the dentist twice a year to keep our teeth healthy. - If we feel unwell then we can go to see a doctor. - If we believe that something is not right with our body, we need to talk to an adult that we trust. - We should brush our teeth twice a day for 2 minutes. - Flossing is the act of cleaning between teeth with dental floss to remove food and plaque.		- Suncream helps to protect our skin from damage from the sun. - Sleep is the way that our body rests and repairs itself. We should sleep for around 9 hours a night. - Bacteria and Viruses can lead to us getting poorly. - An allergy is an immune system overreaction to something that's normally harmless. - Vaccines are a safe and effective way to protect people from harmful diseases.	
	Vocabulary	Food Water Washing Dressing Sleep Brushing teeth health	Clean Medicine Chemist Dentist Diet	Healthy Unhealthy Wash sleep	Balanced Dietary Health Hygiene routine	Resilience	Sun exposure Healthy eating Cleanliness Care	
Keeping myself safe Year A <u>Sustainability</u>	Topic	How can I keep safe?	Safety in different environments		Risks and hazards of environments		Protecting myself in different environments and situations	
	Objectives	To be a safe pedestrian. (R)	To learn how to stay safe outside with road safety.		To predict, assess and manage risk in everyday situations.		To identify when situations are becoming risky, unsafe or an emergency and how to take responsibility for your safety.	

		- To talk about the lives of people around them and their roles in society. (ELG) - To show sensitively to their own and to other's needs. (ELG)	- To learn how to stay safe around fire. - To learn how to stay safe at home with household products. - To learn about creams and medicines and how they affect people. - To learn who keeps us safe and how to get help in an emergency. Contextual safeguarding	- To understand the importance of following safety rules from parents and other adults - How can I stay safe on the roads? - To learn about fire safety at home including the need for smoke alarms. - To learn how to help keep themselves safe in the local environment: rail, water and firework safety. Contextual Safeguarding	- To differentiate between positive risk taking (e.g., trying a challenging new sport) and dangerous behaviour. - To understand what is meant by a hazard. - To learn about FGM and who to tell if they are concerned. - To learn how to respond in an emergency, including when and how to contact different emergency services. Contextual safeguarding
	Knowledge	- I will know how to cross a road. - I will know not to speak to strangers. - To learn what number to call for help.	- A house fire could be started by leaving the oven on, leaving candles unattended or leaving hot things turned on. - Smoke alarms tell us if there is a fire in the building. - In an emergency we need to call 999. - When we cross a road we need to hold an adults hand and look both ways. - When we are on a farm we need to stay with an adult and stay away from big machinery.	- When we cross the road we must look both ways, use safe crossing places and listen carefully. - Rules are in place to keep us safe. - In order to stay safe from fire we need to ensure the oven is turned off after use, candles are not left unattended, and plugs are not overloaded. - Smoke alarms alert is to a fire or other smoke within the building, warning us to leave safely. - Staying safe in our environment involves, not crossing train tracks unless with an adult, staying away from bodies of water and	- FGM is when a female's genitals are deliberately altered or removed for non-medical reasons. - A hazard is something that could cause harm or injury. - The most common causes for fires at home as cooking, faulty appliances, electrical items, smoking and candles. - In an emergency call 999. - A positive risk is a socially acceptable risk that has the potential to benefit to well-being and development. - Dangerous behaviour is behavior that could harm themselves or others physically, emotionally, or mentally

					staying away from fireworks.		
	Vocabulary	Safety Road Key person Community Area Walker	999 Emergency services Harm Trusted adult Fire safety Fire detector Fire alarm Highway code	Safer stranger Water Medicine Fire Fire alarm Fire detector Fire safety Home products Medicine Cream Highway code	Choices Dangerous Electricity Road safety Uncomfortable	Water safety Wellbeing	Action Advice Decision independence Informed Mature Situation Support
Keeping myself safe Year B	Topic	How can I keep safe?	Why do we have rules and age restrictions?	Medicines	Drug use and the law		
Diversity	Objectives	- To be a safe pedestrian. (R) - To talk about the lives of people around them and their roles in society. (ELG) - To show sensitively to their own and to other's needs. (ELG)	- To know how rules can help to keep us safe. - To understand why some things, have age restrictions, e.g., TV and film, games, toys or play areas. - To know the basic rules for keeping safe online. - To know whom to tell if they see something online that makes them feel unhappy, worried, or scared. - To know who to tell if they see something online that makes them uncomfortable.	- To recognise what is meant by a 'drug' and drugs that are common in everyday life. - To identify some of the risks of drugs common to everyday life including developing habits. - To learn about the importance of taking medicines correctly/using household products and their side effects. - To learn how to ask for support and advice with substance abuse.	- To recognise why people, choose to use drugs. - To learn about media messages and age restrictions and how they can keep us safe. - To know where and how organizations are available for people to get help with drug use. - To learn about the risks and effects of different drugs. - To learn about the laws surrounding illegal and legal drugs.		

	Knowledge	- I will know how to cross a road. - I will know not to speak to strangers. - To learn what number to call for help.	- Age restrictions tell us how old you need to be in order to watch or play something. - If we feel unsafe of uncomfortable we can tell a teacher or a parent. - If something makes us uncomfortable online then we can tell an adult that we trust. - When using the internet, we never share our personal details, arrange to meet with people or view things that make us uncomfortable.		- Drugs are chemicals or substances that change the way our bodies work. - Some drugs are medicines that help people when doctors prescribe them such as Calpol and antibiotics. - Some drugs have no medical use or benefits. - Some drugs can be addictive and if we are worried, we can tell a trusted adult. - Medicines have instructions that tell us how to take it safely.		- To keep our personal information safe online we must not share our name, address, age or our picture with anyone. - It is illegal to possess, supply and produce controlled drugs - There are organisations where we can find support if we are concerned about drugs and their uses such as childline. - Some drugs can have very negative effects on our bodies.	
	Vocabulary	Safety Road Key person Community Area Walker	Danger E-safety Trusted adult Choke Hazard	Online Risk Rules Safer Stronger	Drugs Medicines Shock Casualty Addiction	Allergies Habit Health	Consequence Responsible Unfamiliar Age restrictions Pressure	Substances Support
Summer 2	Topic	How am I growing and changing?	Growing older		Physical and emotional puberty changes		Sex education and identity	
Growing and changing Year A Creativity	Objectives	- Express preferences and decisions, try new things and start establishing their autonomy. (ELG) - Form positive attachments to friendships with peers. (ELG) - To work and play cooperatively and take turns with others. (ELG)	- To recognise what makes them special and unique including their likes, dislikes and what they are good at. - To identify how to manage and whom to tell when finding things difficult, or when things go wrong. - To understand how to recognise feelings in themselves and others		- To recognise how strengths and interests form part of a person's identity and to be able to identify their own. - To recognise common challenges to self-worth e.g., finding schoolwork difficult, friendship issues and to find basic strategies to manage and reframe setbacks		- To recognise some of the changes as they grow up e.g., increasing independence about what being more independent might be like, - To learn about the transition to secondary school and how this may affect their feelings - To about how relationships may change as they grow up or move to secondary school.	

		- To show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. (ELG) - To be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. (ELG).	- how feelings can affect how people behave. - To learn about the human life cycle and how people grow from young to old. - To identify and name the main parts of the body including external genitalia (e.g., vulva, penis, testicles) - To learn about change as people grow up, including new opportunities and responsibilities. - To learn and prepare to move to a new class and setting goals for next year	- To know the importance of personal hygiene routines. - To know about the physical and emotional changes. Y4 only: To identify external genitalia and reproductive organs. To know the key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams. To know how to discuss the challenges of puberty with a trusted adult and how to get information, help and advice about puberty. To develop strategies to manage the changes during puberty including menstruation.	- To learn about sexual reproduction.
Knowledge		- A knife is held in one hand and a fork is held in another hand. - To zip up a coat, you put the two zippers together and pull the toggle. - When I go home, I put my planner, home sheets and water bottle in my bag and put on my coat. - To eat on their own.	- A vulva is the external female genital organs - A penis is external male genital organs - As we grow our bodies and responsibilities change. - To understand how our bodies and our responsibilities change as we grow older. - Everyone is special and unique in their own way and we all respect each other.	- Hygiene routines is keeping your body hygienic - cleaning your body, washing your hands with soap and water after going to the toilet, brushing and flossing your teeth. - Puberty is the process the stage in a person's life when the person develops from a child into an adult. - Everybody has different strengths and things that	- Reproduction is where a sperm and an egg come together to create a baby. - Any family make up can have a baby. - Independence is the state of wanting or being able to do things for yourself. - I am familiar with my new school and know what my school looks like by exploring their website.

Media literacy and Digital resilience Year B <u>Creativity</u>		- When pouring a drink, I pick up the water jug and get a glass with my other hand and carefully pour the water. - Being happy is feeling or showing contentment. - Being sad is feeling or showing sorrow		- A trusted adult is an adult in someone's life who they can go to for support and help. - When someone is happy, they may smile and when someone is sad, they may look down and cry.		they are good at and this makes us who we are. When things are challenging at school or at home we can talk to one of our trusted adults. Y4 only: A wet dream causes involuntary ejaculation of semen. The menstrual cycle is when the process of ovulation and menstruation in women and other female primates. There are a range of products to support with the menstrual cycle.		As we grow, relationship friendship can sometimes get stronger and we can make friendships with new people.	
	Vocabulary	Toilet Help Fork Knife	New Confidence Sad Happy	Develop Differences Independence Respect Unique	Emotions Trusted adult Worried Vulva Penis	Anxious Hormones Identity Puberty Deodorant	Y4 only: Menstruation Wet dreams Erection Penis Vulva	Self-esteem Mood swings Body image Stressed Transition Reproduction	Independence Relationship Sperm Egg
	Topic	How am I growing and changing?		Using the internet		How the internet and data is used		Targeting media	
	Objectives	- To express preferences and decisions, they also try new things and start establishing their autonomy. (ELG) - To form positive attachments to friendships with peers. (ELG)		- To understand how and why people use the internet for both factual and entertainment purposes. - To understand how people find things out and communicate safely with others online - The ways in which people can access the		- To be able to understand what a digital footprint is and how the internet can be used positively. - To be able to understand why personal information is used within online adverts and what online adverts look like.		- To be able to understand what social media and devices are used for and to understand the risks including image sharing. - To be able to recognise when images have been manipulated and understand why images are manipulated.	

		- To work and play cooperatively and take turns with others. (ELG) - To show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. (ELG) To be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. (ELG).	internet e.g., phones, tablets, computers To recognise the purpose and value of the internet in everyday life through the usage of devices To recognise that not all information online might always be true	- To be able to recognise images can be altered from the truth and why. - To be able to recognise images can be altered from the truth and why. - To be able to understand if search results are reliable and how to make safe choices surrounding them. - To be able to know how to identify hazards and report online concerns.	- To be able to assess if online content promotes stereotypes or is biased. - To learn how to protect personal information online and how to say no to requests. - To be able to assess which search results are more reliable than others. To be able to understand what appropriate online content is, recognise unsafe online content and know how to report it.
Knowledge		- To use a knife and fork. - To zip up their coat. - To get their bag ready for home. - To eat on their own. - To pour their own drink.	- We can access the internet on a phone, a tablet or a laptop. - We can use the internet to watch TV, talk with friends or family and research different things. - Some information online can be false, we can spot this by reading it carefully. - We should not talk to people online that we do not know.	- A digital footprint is a record of all the information about you that is collected online - Pictures online can be edited to change what they look like in order to change what people believe. - We can check information online by reading it carefully, checking the source of the information and making sure it sounds plausible when determining if it is true. - If we spot a hazard or a concern online then we can tell an adult that we trust.	- Social media is a term for websites and apps that allow users to connect with others online and share content - Appropriate content is suitable or fitting for a particular situation or person. - Online manipulation is the use of technology to secretly influence a person's decisions. - If someone online asks for personal details, we always say no.

	Vocabulary	Toilet Help Fork Knife New confidence	Communicate Device Information Messaging Network Personal	Information Private Social Media Text Message Video call	Harmful content Impact Information sharing Manipulation	Misinformation Privacy Shared Information Trolling Permission	Appropriate Consent Data Digital footprint False profiles	Internet cookies Privacy settings Secure sites Sharing
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Expectations:

When planning, always plan one week less than the weeks within the term. The remaining week is to be used for addressing relationships within your class and building relationships through problem solving.

Retrieval activities are required within every session to ensure learning is embedded in long term memory. At least one session of the retrieval is to be focused around bullying to retrieve pupils understanding of what it is & how to seek support.

Teaching of the protected characteristics -

Protected characteristics are taught through assemblies and some PSHE lessons but could also come up during discussion within topics around individual identity, throughout their time at school, we will always treat children's knowledge of individual identity with sensitivity and encourage tolerance of all differences within our schools and beyond.

We use the PSHE association definitions for the protected characteristics.

Appendix 2: By the end of primary school pupils should know as part of the RSHE statutory guidance 2019 for all schools.

Topic	Pupils should know
Families and people who care for me	- That families are important for children growing up because they can give love, security and stability - The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives - That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care - That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up - That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong - How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	- How important friendships are in making us feel happy and secure, and how people choose and make friends - The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties - That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded - That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right - How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs - Practical steps they can take in a range of different contexts to improve or support respectful relationships - The conventions of courtesy and manners - The importance of self-respect and how this links to their own happiness - That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority

	- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help - What a stereotype is, and how stereotypes can be unfair, negative or destructive - The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	- That people sometimes behave differently online, including by pretending to be someone they are not - That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous - The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them - How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met - How information and data is shared and used online
Being safe	- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) - About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe - That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact - How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know - How to recognise and report feelings of being unsafe or feeling bad about any adult - How to ask for advice or help for themselves or others, and to keep trying until they are heard, - How to report concerns or abuse, and the vocabulary and confidence needed to do so - Where to get advice, for example family, school or other sources
Mental wellbeing	- Pupils should 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, nervousness) and scale of emotions that all humans experience in relation 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, voluntary and service-based activity on mental wellbeing and happiness. - simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. - isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. - that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. - where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). - it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	- Pupils should 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 - and the impact of positive and negative content online on their own and others' mental and physical wellbeing. - how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. - why social media, some computer games and online gaming, for example, are age restricted. - that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. - how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. - where and how to report concerns and get support with issues online.
Physical health and fitness	- Pupils should 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, 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	- Pupils should know - what constitutes a healthy diet (including understanding calories and other nutritional content). - the principles of planning and preparing a range of healthy meals. -the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

• Drugs, alcohol and tobacco	• Pupils should know • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
• Health and prevention	• Pupils should 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, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
• Basic first aid	• Pupils should 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 •	• Pupils should 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 including the key facts about the menstrual cycle.

Appendix 3: Parent form: withdrawal from sex education within RSHE

TO BE COMPLETED BY PARENTS

Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			

Any other information you would like the school to consider

Parent
signature

TO BE COMPLETED BY THE SCHOOL

Agreed
actions from
discussion
with parents

