

Sex and Relationships Education Policy (from 2020) - Draft



Parklands Junior School

Approved by:

Date:

Last reviewed on:

Next review due by:

Contents

[1. Aims](#)

[2. Statutory requirements](#)

[3. Policy development](#)

[4. Definition](#)

[5. Curriculum](#)

[6. Delivery of RSE](#)

[7. Roles and responsibilities](#)

[8. Parents' right to withdraw](#)

[9. Training](#)

[10. Monitoring arrangements](#)

[Appendix 1: Curriculum map](#)

[Appendix 2 and 2.1: By the end of primary school pupils should know](#)

[Appendix 3: Parent form: withdrawal from sex education within RSE](#)

1. Aims

This policy is a working document that provides guidance and information on all aspects of RSE for staff, parents/carers and governors. To be accessible to all these groups, this document is available on the school website.

'RSE - or SRE as it was formerly known - is a lifelong learning process of acquiring information, developing skills, and forming positive beliefs and attitudes about sex, sexuality, relationships, and feelings' (Sex Education Forum, 1999). It is a developmental process and is about helping and supporting young people through their physical, emotional, and moral development.

The main aim throughout the school is to prepare children, so that, when they are introduced to facts about human sexuality, they do not find them shocking or frightening in any way, but appreciate them as part of a natural process. Moral values are conveyed which extol the virtues of family life and relationships and promote a positive self-image in each individual. It is crucial that pupils learn to respect themselves and others. By using a well-structured and approved online programme (SCARF), we will complement and support the work of parents/carers.

Through our PSHE and RSE programme, we aim to support the development of self-respect and empathy for others, promote the skills and understanding necessary to manage conflict, and learn how to recognise and avoid exploitation and abuse. It is our belief that RSE provides opportunities for pupils to:

- Provide a framework in which sensitive discussions can take place
- Develop positive values and a moral framework that will guide our pupils' decisions, judgements and behaviour
- Help our pupils to move with confidence from childhood through adolescence and into adulthood
- Help our pupils to behave responsibly within relationships, understanding that their actions have consequences as well as the importance of communication and assertiveness skills, including the importance of values such as respect (for self and others), equality, responsibility, care and compassion
- Prepare our pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help our pupils develop feelings of self-respect, confidence, and empathy
- Help our pupils to understand the difference between friendships they encounter at a younger age and more mature relationships which they can expect to have when they are older

- Create a positive culture around issues of sexuality and relationships
- Teach our pupils the correct vocabulary to describe themselves and their bodies, enabling pupils to communicate effectively

In fulfilling our statutory obligations with regards to the teaching of 'Relationships and Health Education', we aim to deliver the compulsory subject content in a sensitive way that is both age appropriate and developmentally appropriate and accessible for all pupils, including those with special educational needs and disabilities. We aim to teach these subjects as part of a broad and balanced curriculum, breaking them down into units of a manageable size in a carefully sequenced way within a planned programme of lessons. The school recognises that there may be understandable and legitimate areas of contention in delivering some aspects of the Sexual Education curriculum. Therefore our aim, whilst teaching this curriculum, is to provide pupils with the knowledge they need, whilst respecting the backgrounds and beliefs of both pupils and parents.

2. Statutory requirements

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education and Health Education compulsory in all primary schools from September 2020. Sex education is not compulsory in primary schools; however, the Department of Education continues to recommend that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively.

At Parklands Junior School, we have chosen to teach aspects of sex education (which go beyond the national curriculum for Science), as we have a responsibility to ensure that both boys and girls are prepared for the changes that adolescence brings. The statutory national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. It is up to each primary school to determine whether they need to cover any additional content on sex education to meet the needs of their pupils.

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

At Parklands Junior School, we teach RSE as set out in this policy.

3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to review the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to review the policy and make recommendations
4. Pupil consultation – questionnaires were given to pupils to find out what they enjoy and what they want from their RSE lessons
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

Sex and Relationships Education (RSE) promotes understanding of the emotional, social, and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity, and personal identity.

It should equip children and young people with the information, skills, and values to have safe, fulfilling, and enjoyable relationships and to take responsibility for their own well-being.

RSE involves a combination of sharing information and exploring issues. It begins informally in the home with parents and carers before any formal education takes place at school. RSE is not about the promotion of sexual activity.

5. Curriculum

The school has adapted the RSE teaching units, (as part of our PSHE provision) provided by the SCARF programme, this is an online teacher resource provided by Coram Life Education. This is an age-appropriate curriculum used by many schools across the country. An overview of the PSHE SCARF Curriculum (incorporating the RSE content) is available to view as Appendix 1 to this policy (the RSE content is highlighted for ease).

At Parklands Junior School, we are committed to ensuring appropriate provision of RSE to all our pupils. Our programme aims to respond to the diversity of children's cultures, faiths, and family backgrounds. We consider the vulnerability of particular pupils, including pupils with SEND, pupils with protected characteristics as defined by the Equality Act 2010, as well as identifying any specific issues that might impact on individual pupils on the delivery of this area of the curriculum.

We aim for RSE to complement the personal and social development of children that is provided in the home and the wider community. Parents are provided with the opportunity to discuss the school's programme through parent's evenings, in-policy development and consultation, the school website, displays and an open-door policy. Due to Covid-19, the school will ensure that the policy is available on the website and that opportunities to discuss are provided through email and zoom parents' evenings.

We recognise that parents and carers are the prime educators for children on many of these matters. It is our responsibility to complement and reinforce this role. We recognise that there may be times when some parents find it difficult to talk about these matters with their children and might welcome advice from the school about ways to approach them. To promote effective communication and discussion between parents and their children, we notify parents through information/permission letters, parent mail and the school website about when particular aspects of RSE will be taught. There may also be occasions when we will invite parents of UKS2 to come to our after-school parent workshops, which are provided by our RSE/PSHE scheme provider SCARF (this is subject to confirmation due to the implications of Covid-19). We also encourage an open-door policy to ensure that parents can discuss issues with the school staff in a positive, sensitive and proactive manner.

Our curriculum is set out as per Appendix 1.

We have developed the curriculum in consultation with parents, pupils, and staff, taking into account the age, needs of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so pupils are fully informed and do not seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

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

6. Delivery of RSE

As Parklands Junior School has chosen to follow and adapt the PSHE and RSE teaching units from the Coram Life Education SCARF programme, we are certain that we offer a comprehensive sex and relationships education resource that brings together all the key elements of Relationships Education: Relationships, Keeping Safe, Emotional Health, and Puberty and Reproduction. The content of the resource has been informed by the PSHE Association's Programme of Study and related Learning Opportunities; also by the needs and wants of schools surveyed by Coram Life Education in advance of the resource development and, crucially, by young people themselves.

SCARF Relationships Education is designed as a spiral curriculum that helps children to develop the knowledge and understanding, life skills, attitudes, and values which they will use in a range of situations now and as they grow older. By ensuring that children receive this spiral curriculum, where the same key themes are taught each year, they can apply their learning to age-relevant scenarios, helping them to make healthy decisions and keep themselves and others safe.

RSE is reflected in the ethos of the school, the nature of relationships, the displays in school and the outside environment of the school. However, there will be particular instances when RSE is taught:

- in the classroom as a discrete subject through PSHE/circle-time (in particular, the Sex Education aspects)
- in the classroom as part of the broader curriculum
- in assemblies
- on school visits, including residential
- by visitors to school
- through curriculum enrichment
- through involvement in School Council

The personal beliefs and attitudes of teachers will not influence the teaching of SRE. The approach to the teaching of this subject matter is rooted in education, rather than beliefs or emotion. A balanced and non-judgmental approach will be taken. Teachers, and all those contributing to SRE, will work to the agreed values within this policy.

Within SRE, pupils will develop confidence in talking and listening about 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

To achieve this, several teaching strategies may be used:

- Establishing ground rules with pupils
- Dealing with children's questions in an appropriate manner
- Using discussion and the appropriate materials
- Encouraging reflection
- Using strategies for pupils who may not wish to raise suggestions in front of others e.g. a question style box.

- Teachers set clear parameters with children about appropriate questions for whole class discussion. If a teacher believes that a question is inappropriate for discussion within the class group, he or she may suggest that the question is more suitable to ask a parent/carer. The teacher will discuss this with individual parents

All RSE is delivered with an understanding that pupils and staff may be personally engaged in different structures of support and familial relationships, including single parent families, LGBTQ families, families headed by grandparents, adoptive parents, foster parents/carers, young carers, etc. The RSE curriculum has been carefully designed to ensure that no person feels stigmatised.

For more information about our RSE curriculum, see Appendices 1 and 2.

7. Roles and responsibilities

7.1 The governing board

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

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

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

Staff follow the guidelines outlined in the Data Protection and Safeguarding policies on confidentiality, handling sensitive and controversial issues and supporting young people,

Teachers and other adults involved in RSE will sometimes hear disclosures that suggest a child may be at risk of abuse. If a concern arises, all adults are required to follow safeguarding procedures, as describes in the school's Safeguarding Policy.

7.4 Pupils

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

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education as all aspects of RSE which address objectives from the National Science Curriculum are compulsory for all pupils.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE; this would be the 'Making Babies' lesson. Prior to this lesson, parents will have the opportunity to view

the materials that will be used in this lesson. Parents wishing to withdraw their child from these lessons must complete/adhere to the following:

- Read this policy, the schemes of work and review used resources
- Discuss concerns with a member of the school's Senior Leadership Team

If parents/carers still wish to withdraw their child, they will be asked to put their request in writing using the form found in Appendix 3 of this policy.

Pupils who are withdrawn are expected to attend school as usual; they will be accommodated in another classroom during the withdrawn session. Parents/carers will be signposted to resources which will support them in preparing their children for puberty.

9. Training

Staff are trained on the delivery of RSE and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by Hannah McAuliffe (PSHE lead) through:

- Planned scrutinies
- Learning walks
- Lesson observations
- Pupil, staff, and parent questionnaires
- Pupil interviews
- Data analysis using Target Tracker

Pupils' development in RSE is monitored as part of our internal assessment systems.

This policy will be reviewed by Hannah McAuliffe every three years. At every review, the policy will be approved by the head teacher.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Year 3	Autumn	<p>Me and My Relationships</p> <ul style="list-style-type: none">• Explain why we have rules;• Explore why rules are different for different age groups, in particular for internet-based activities;• Suggest appropriate rules for a range of settings;• Consider the possible consequences of breaking the rules.• Explain some of the feelings someone might have when they lose something important to them;• Understand that these feelings are normal and a way of dealing with the situation.• Define and demonstrate cooperation and collaboration;• Identify the different skills that people can bring to a group task;• Demonstrate how working together in a collaborative manner can help everyone to achieve success.• Identify people who they have a special relationship with;• Suggest strategies for maintaining a positive relationship with their special people.• Rehearse and demonstrate simple strategies for resolving given conflict situations.• Explain what a dare is;• Understand that no-one has the right to force them to do a dare;• Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.• Express opinions and listen to those of others;• Consider others' points of view;• Practise explaining the thinking behind their ideas and opinions.• Identify qualities of friendship;• Suggest reasons why friends sometimes fall out;• Rehearse and use, now or in the future, skills for making up again.• <p>Valuing Difference</p> <ul style="list-style-type: none">• Recognise that there are many different types of family;• Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'• Define the term 'community';• Identify the different communities that they belong to;• Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.• Reflect on listening skills;
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		<ul style="list-style-type: none"> • Give examples of respectful language; • Give examples of how to challenge another's viewpoint, respectfully. • Explain that people living in the UK have different origins; • Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; • Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together. • Recognise the factors that make people similar to and different from each other; • Recognise that repeated name calling is a form of bullying; • Suggest strategies for dealing with name calling (including talking to a trusted adult). • Understand and explain some of the reasons why different people are bullied; • Explore why people have prejudiced views and understand what this is.
Year 3	Spring	<p>Keeping Myself Safe</p> <ul style="list-style-type: none"> • Identify situations which are safe or unsafe; • Identify people who can help if a situation is unsafe; • Suggest strategies for keeping safe. • Define the words danger and risk and explain the difference between the two; • Demonstrate strategies for dealing with a risky situation. • Identify some key risks from and effects of cigarettes and alcohol; • Know that most people choose not to smoke cigarettes; (Social Norms message) • Define the word 'drug' and understand that nicotine and alcohol are both drugs. • Identify risk factors in given situations; • Suggest ways of reducing or managing those risks. • Evaluate the validity of statements relating to online safety; • Recognise potential risks associated with browsing online; • Give examples of strategies for safe browsing online. • Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; • Recognise and describe appropriate behaviour online as well as offline; • Identify what constitutes personal information and when it is not appropriate or safe to share this; • Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs. • Demonstrate strategies for assessing risks; • Understand and explain decision-making skills; • Understand where to get help from when making decisions. • Understand that medicines are drugs and suggest ways that they can be helpful or harmful.

		<ul style="list-style-type: none"> • <p>Rights and Responsibilities</p> <ul style="list-style-type: none"> • Define what a volunteer is; • Identify people who are volunteers in the school community; • Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer. • Identify key people who are responsible for them to stay safe and healthy; • Suggest ways they can help these people. • Understand the difference between 'fact' and 'opinion'; • Understand how an event can be perceived from different viewpoints; • Plan, draft and publish a recount using the appropriate language. • Define what is meant by the environment; • Evaluate and explain different methods of looking after the school environment; • Devise methods of promoting their priority method. • Understand the terms 'income', 'saving' and 'spending'; • Recognise that there are times we can buy items we want and times when we need to save for items; • Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.) • Explain that people earn their income through their jobs; • Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)
Year 3	Summer	<p>Being My Best</p> <ul style="list-style-type: none"> • Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body; • Explain what is meant by the term 'balanced diet'; • Give examples what foods might make up a healthy balanced meal. • Explain how some infectious illnesses are spread from one person to another; • Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; • Suggest medical and non-medical ways of treating an illness. • Develop skills in discussion and debating an issue; • Demonstrate their understanding of health and wellbeing issues that are relevant to them; • Empathise with different view points; • Make recommendations, based on their research. • Identify their achievements and areas of development; • Recognise that people may say kind things to help us feel good about ourselves;

		<ul style="list-style-type: none"> • Explain why some groups of people are not represented as much on television/in the media. • Demonstrate how working together in a collaborative manner can help everyone to achieve success; • Understand and explain how the brain sends and receives messages through the nerves. • Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain); • Describe how food, water and air get into the body and blood. • Explain some of the different talents and skills that people have and how skills are developed; • Recognise their own skills and those of other children in the class. <p>Growing and Changing</p> <ul style="list-style-type: none"> • Identify different types of relationships; • Recognise who they have positive healthy relationships with. • Understand what is meant by the term body space (or personal space); • Identify when it is appropriate or inappropriate to allow someone into their body space; • Rehearse strategies for when someone is inappropriately in their body space. • Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; • Recognise how different surprises and secrets might make them feel; • Know who they could ask for help if a secret made them feel uncomfortable or unsafe. • Recognise that babies come from the joining of an egg and sperm; • Explain what happens when an egg doesn't meet a sperm; • Understand that for girls, periods are a normal part of puberty.
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Year 4	Autumn	<p>Me and My Relationships</p> <ul style="list-style-type: none"> • Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; • Explain how different words can express the intensity of feelings. • Explain what we mean by a 'positive, healthy relationship'; • Describe some of the qualities that they admire in others. • Recognise that there are times when they might need to say 'no' to a friend; • Describe appropriate assertive strategies for saying 'no' to a friend.
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		<ul style="list-style-type: none"> • Demonstrate strategies for working on a collaborative task; • Define successful qualities of teamwork and collaboration. • Identify a wide range of feelings; • Recognise that different people can have different feelings in the same situation; • Explain how feelings can be linked to physical state. • Demonstrate a range of feelings through their facial expressions and body language; • Recognise that their feelings might change towards someone or something once they have further information. • Give examples of strategies to respond to being bullied, including what people can do and say; • Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from. <p>Valuing Difference</p> <ul style="list-style-type: none"> • Define the terms 'negotiation' and 'compromise'; • Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise. • Understand that they have the right to protect their personal body space; • Recognise how others' non-verbal signals indicate how they feel when people are close to their body space; • Suggest people they can talk to if they feel uncomfortable with other people's actions towards them. • Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances); • Give examples of features of these different types of relationships, including how they influence what is shared. • List some of the ways that people are different to each other (including differences of race, gender, religion); • Recognise potential consequences of aggressive behaviour; • Suggest strategies for dealing with someone who is behaving aggressively • List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals); • Define the word <i>respect</i> and demonstrate ways of showing respect to others' differences. • Understand and identify stereotypes, including those promoted in the media.
Year 4	Spring	<p>Keeping Myself Safe</p> <ul style="list-style-type: none"> • Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; • Identify situations which are either dangerous, risky or hazardous; • Suggest simple strategies for managing risk. • Identify images that are safe/unsafe to share online; • Know and explain strategies for safe online sharing;

- Understand and explain the implications of sharing images online without consent.
- Define what is meant by the word 'dare';
- Identify from given scenarios which are dares and which are not;
- Suggest strategies for managing dares.
- Understand that medicines are drugs;
- Explain safety issues for medicine use;
- Suggest alternatives to taking a medicine when unwell;
- Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).
- Understand some of the key risks and effects of smoking and drinking alcohol;
- Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory).
- Describe stages of identifying and managing risk;
- Suggest people they can ask for help in managing risk.
- Understand that we can be influenced both positively and negatively;
- Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.

Rights and Responsibilities

- Explain how different people in the school and local community help them stay healthy and safe;
- Define what is meant by 'being responsible';
- Describe the various responsibilities of those who help them stay healthy and safe;
- Suggest ways they can help the people who keep them healthy and safe.
- Understand that humans have rights and also responsibilities;
- Identify some rights and also responsibilities that come with these.
- Understand the reason we have rules;
- Suggest and engage with ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council);
- Recognise that everyone can make a difference within a democratic process.
- Define the word *influence*;
- Recognise that reports in the media can influence the way they think about a topic;
- Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.
- Explain the role of the bystander and how it can influence bullying or other anti-social behaviour;
- Recognise that they can play a role in influencing outcomes of situations by their actions.
- Understand some of the ways that various national and international environmental organisations work to help take care of the

		<p>environment;</p> <ul style="list-style-type: none"> • Understand and explain the value of this work. • Define the terms 'income' and 'expenditure'; • List some of the items and services of expenditure in the school and in the home; • Prioritise items of expenditure in the home from most essential to least essential. • Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'; • Understand how a payslip is laid out showing both pay and deductions; • Prioritise public services from most essential to least essential.
Year 4	Summer	<p>Being My Best</p> <ul style="list-style-type: none"> • Identify ways in which everyone is unique; • Appreciate their own uniqueness; • Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. • Give examples of choices they make for themselves and choices others make for them; • Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. • Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health; • Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate). • Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs); • Suggest ways the Seven Rs recycling methods can be applied to different scenarios. • Define what is meant by the word 'community'; • Suggest ways in which different people support the school community; • Identify qualities and attributes of people who support the school community. <p>Growing and Changing</p> <ul style="list-style-type: none"> • Describe some of the changes that happen to people during their lives; • Explain how the Learning Line can be used as a tool to help them manage change more easily; • Suggest people who may be able to help them deal with change. • Name some positive and negative feelings; • Understand how the onset of puberty can have emotional as well as physical impact • Suggest reasons why young people sometimes fall out with their parents; • Take part in a role play practising how to compromise. • Identify parts of the body that males and females have in common and those that are different; • Know the correct terminology for their genitalia;

		<ul style="list-style-type: none"> • Understand and explain why puberty happens. • Know the key facts of the menstrual cycle; • Understand that periods are a normal part of puberty for girls; • Identify some of the ways to cope better with periods. • Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; • Recognise how different surprises and secrets might make them feel; • Know who they could ask for help if a secret made them feel uncomfortable or unsafe. • Understand that marriage is a commitment to be entered into freely and not against someone's will; • Recognise that marriage includes same sex and opposite sex partners; • Know the legal age for marriage in England or Scotland; • Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.
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Year 5	Autumn	<p>Me and My Relationships</p> <ul style="list-style-type: none"> • Explain what collaboration means; • Give examples of how they have worked collaboratively; • Describe the attributes needed to work collaboratively. • Explain what is meant by the terms negotiation and compromise; • Describe strategies for resolving difficult issues or situations. • Demonstrate how to respond to a wide range of feelings in others; • Give examples of some key qualities of friendship; • Reflect on their own friendship qualities. • Identify what things make a relationship unhealthy; • Identify who they could talk to if they needed help. • Identify characteristics of passive, aggressive and assertive behaviours; • Understand and rehearse assertiveness skills. • Recognise basic emotional needs, understand that they change according to circumstance; • Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks. • Understand that online communication can be misinterpreted; • Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face. <p>Valuing Difference</p>
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		<ul style="list-style-type: none"> • Define some key qualities of friendship; • Describe ways of making a friendship last; • Explain why friendships sometimes end. • Rehearse active listening skills: • Demonstrate respectfulness in responding to others; • Respond appropriately to others. • Develop an understanding of discrimination and its injustice, and describe this using examples; • Empathise with people who have been, and currently are, subjected to injustice, including through racism; • Consider how discriminatory behaviour can be challenged. • Identify and describe the different groups that make up their school/wider community/other parts of the UK; • Describe the benefits of living in a diverse society; • Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. • Understand that the information we see online, either text or images, is not always true or accurate; • Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them; • Understand and explain the difference between sex, gender identity, gender expression and sexual orientation. • Identify the consequences of positive and negative behaviour on themselves and others; • Give examples of how individual/group actions can impact on others in a positive or negative way.
Year 5	Spring	<p>Keeping Myself Safe</p> <ul style="list-style-type: none"> • Explain what a habit is, giving examples; • Describe why and how a habit can be hard to change. • Recognise that there are positive and negative risks; • Explain how to weigh up risk factors when making a decision; • Describe some of the possible outcomes of taking a risk. • Demonstrate strategies to deal with both face-to-face and online bullying; • Demonstrate strategies and skills for supporting others who are bullied; • Recognise and describe the difference between online and face-to-face bullying. • Define what is meant by a dare; • Explain why someone might give a dare; • Suggest ways of standing up to someone who gives a dare. • Recognise which situations are risky;

- Explore and share their views about decision making when faced with a risky situation;
- Suggest what someone should do when faced with a risky situation.
- Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private;
- Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face;
- Know how to protect personal information online;
- Recognise disrespectful behaviour online and know how to respond to it.
- Understand some of the complexities of categorising drugs;
- Know that all medicines are drugs but not all drugs are medicines;
- Understand ways in which medicines can be helpful or harmful and used safely or unsafely.
- Understand the actual norms around smoking and the reasons for common misperceptions of these.
- Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks;
- Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.

Rights and Responsibilities

- Identify, write and discuss issues currently in the media concerning health and wellbeing;
- Express their opinions on an issue concerning health and wellbeing;
- Make recommendations on an issue concerning health and wellbeing.
- Understand the difference between a fact and an opinion;
- Understand what biased reporting is and the need to think critically about things we read.
- Define the differences between responsibilities, rights and duties;
- Discuss what can make them difficult to follow;
- Identify the impact on individuals and the wider community if responsibilities are not carried out.
- Explain what we mean by the terms voluntary, community and pressure (action) group;
- Give examples of voluntary groups, the kind of work they do and its value.
- State the costs involved in producing and selling an item;
- Suggest questions a consumer should ask before buying a product.
- Define the terms loan, credit, debt and interest;
- Suggest advice for a range of situations involving personal finance.
- Explain some of the areas that local councils have responsibility for;

		<ul style="list-style-type: none"> Understand that local councillors are elected to represent their local community.
Year 5	Summer	<p>Being My Best</p> <ul style="list-style-type: none"> Know two harmful effects each of smoking/drinking alcohol. Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health. Understand the actual norms around smoking and the reasons for common misperceptions of these. Know the basic functions of the four systems covered and know they are inter-related. Explain the function of at least one internal organ. Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health. Identify their own strengths and talents; Identify areas that need improvement and describe strategies for achieving those improvements. State what is meant by community; Explain what being part of a school community means to them; Suggest ways of improving the school community. Identify people who are responsible for helping them stay healthy and safe; Identify ways that they can help these people. Describe 'star' qualities of celebrities as portrayed by the media; Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; Describe 'star' qualities that 'ordinary' people have. <p>Growing and Changing</p> <ul style="list-style-type: none"> Use a range of words and phrases to describe the intensity of different feelings Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; Explain strategies they can use to build resilience. Identify people who can be trusted; Understand what kinds of touch are acceptable or unacceptable; Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch. Explain how someone might feel when they are separated from someone or something they like; Suggest ways to help someone who is separated from someone or something they like.

		<ul style="list-style-type: none"> • Know the correct words for the external sexual organs; • Discuss some of the myths associated with puberty. • Identify some products that they may need during puberty and why; • Know what menstruation is and why it happens. • Recognise how our body feels when we're relaxed; • List some of the ways our body feels when it is nervous or sad; • Describe and/or demonstrate how to be resilient in order to find someone who will listen to you. • Identify the consequences of positive and negative behaviour on themselves and others; • Give examples of how individual/group actions can impact on others in a positive or negative way. • Explain the difference between a safe and an unsafe secret; • Identify situations where someone might need to break a confidence in order to keep someone safe. • Recognise that some people can get bullied because of the way they express their gender; • Give examples of how bullying behaviours can be stopped.
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Year 6	Autumn	<p>Me and My Relationships</p> <ul style="list-style-type: none"> • Demonstrate a collaborative approach to a task; • Describe and implement the skills needed to do this. • Explain what is meant by the terms 'negotiation' and 'compromise'; • Suggest positive strategies for negotiating and compromising within a collaborative task; • Demonstrate positive strategies for negotiating and compromising within a collaborative task. • Recognise some of the challenges that arise from friendships; • Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach. • List some assertive behaviours; • Recognise peer influence and pressure; • Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure. • Recognise and empathise with patterns of behaviour in peer-group dynamics; • Recognise basic emotional needs and understand that they change according to circumstance; • Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about. • Describe the consequences of reacting to others in a positive or negative way;
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		<ul style="list-style-type: none"> • Suggest ways that people can respond more positively to others. • Describe ways in which people show their commitment to each other; • Know the ages at which a person can marry, depending on whether their parents agree; • Understand that everyone has the right to be free to choose who and whether to marry. • Recognise that some types of physical contact can produce strong negative feelings; • Know that some inappropriate touch is also illegal. • Identify strategies for keeping personal information safe online; • Describe safe and respectful behaviours when using communication technology. <p>Valuing Difference</p> <ul style="list-style-type: none"> • Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; • Suggest strategies for dealing with bullying, as a bystander; • Describe positive attributes of their peers. • Know that all people are unique but that we have far more in common with each other than what is different about us; • Consider how a bystander can respond to someone being rude, offensive or bullying someone else; • Demonstrate ways of offering support to someone who has been bullied . • Demonstrate ways of showing respect to others, using verbal and non-verbal communication. • Understand and explain the term prejudice; • Identify and describe the different groups that make up their school/wider community/other parts of the UK; • Describe the benefits of living in a diverse society; • Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. • Explain the difference between a friend and an acquaintance; • Describe qualities of a strong, positive friendship; • Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative). • Define what is meant by the term stereotype; • Recognise how the media can sometimes reinforce gender stereotypes; • Recognise that people fall into a wide range of what is seen as normal; • Challenge stereotypical gender portrayals of people.
Year 6	Spring	<p>Keeping Myself Safe</p> <ul style="list-style-type: none"> • Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; • Understand and describe the ease with which something posted online can spread.

- Identify strategies for keeping personal information safe online;
- Describe safe behaviours when using communication technology.
- Know that it is illegal to create and share sexual images of children under 18 years old;
- Explore the risks of sharing photos and films of themselves with other people directly or online;
- Know how to keep their information private online.
- Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour;
- Understand that all humans have basic emotional needs and explain some of the ways these needs can be met.
- Explain how drugs can be categorised into different groups depending on their medical and legal context;
- Demonstrate an understanding that drugs can have both medical and non-medical uses;
- Explain in simple terms some of the laws that control drugs in this country
- Understand some of the basic laws in relation to drugs;
- Explain why there are laws relating to drugs in this country.
- Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these;
- Describe some of the effects and risks of drinking alcohol.
- Understand that all humans have basic emotional needs and explain some of the ways these needs can be met;
- Explain how these emotional needs impact on people's behaviour;
- Suggest positive ways that people can get their emotional need met.
- Understand and give examples of conflicting emotions;
- Understand and reflect on how independence and responsibility go together

Rights and Responsibilities

- Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them;
- Describe the language and techniques that make up a biased report;
- Analyse a report also extract the facts from it.
- Know the legal age (and reason behind these) for having a social media account;
- Understand why people don't tell the truth and often post only the good bits about themselves, online;
- Recognise that people's lives are much more balanced in real life, with positives and negatives.
- Explain some benefits of saving money;
- Describe the different ways money can be saved, outlining the pros and cons of each method;
- Describe the costs that go into producing an item;
- Suggest sale prices for a variety of items, taking into account a range of factors;
- Explain what is meant by the term *interest*.

		<ul style="list-style-type: none"> • Recognise and explain that different jobs have different levels of pay and the factors that influence this; • Explain the different types of tax (income tax and VAT) which help to fund public services; • Evaluate the different public services and compare their value. • Explain what we mean by the terms voluntary, community and pressure (action) group; • Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group. • Explain what is meant by living in an environmentally sustainable way; • Suggest actions that could be taken to live in a more environmentally sustainable way.
Year 6	Summer	<p>Being My Best</p> <ul style="list-style-type: none"> • Identify aspirational goals; • Describe the actions needed to set and achieve these. • Explain what the five ways to wellbeing are; • Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives. • Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues. • Identify risk factors in a given situation; • Understand and explain the outcomes of risk-taking in a given situation, including emotional risks. • Recognise what risk is; • Explain how a risk can be reduced; • Understand risks related to growing up and explain the need to be aware of these; • Assess a risk to help keep themselves safe. <p>Growing and Changing</p> <ul style="list-style-type: none"> • Recognise some of the changes they have experienced and their emotional responses to those changes; • Suggest positive strategies for dealing with change; • Identify people who can support someone who is dealing with a challenging time of change. • Understand that fame can be short-lived; • Recognise that photos can be changed to match society's view of perfect; • Identify qualities that people have, as well as their looks. • Define what is meant by the term stereotype; • Recognise how the media can sometimes reinforce gender stereotypes;

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| | <ul style="list-style-type: none">• Recognise that people fall into a wide range of what is seen as normal;• Challenge stereotypical gender portrayals of people.• Understand the risks of sharing images online and how these are hard to control, once shared;• Understand that people can feel pressured to behave in a certain way because of the influence of the peer group;• Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.• Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;• Suggest strategies that would help someone who felt challenged by the changes in puberty;• Know where someone could get support if they were concerned about their own or another person's safety.• Explain the difference between a safe and an unsafe secret;• Identify situations where someone might need to break a confidence in order to keep someone safe.• Identify the changes that happen through puberty to allow sexual reproduction to occur;• Know a variety of ways in which the sperm can fertilise the egg to create a baby;• Know the legal age of consent and what it means. |
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