



Relationships Education, Relationships Sex Education (RSE) and Health Education Policy

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1. Introduction and statutory guidance

This Policy is written in line with the Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance September 2021. The policy has been produced in partnership with Hamwic Education Trust.

The statutory guidance used to inform this policy is listed below

- As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).
- We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is of similar breadth and depth to the National Curriculum. This includes the requirement to teach the elements of sex education contained in the science curriculum. At Bishop Aldhelm's CE Primary School we follow the national curriculum for science.
- In teaching Relationships and Health Education, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

2. Definitions and key areas of teaching

Relationship Education – Primary

Relationship Education will focus on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults.

All teaching will reflect the Equality Act 2010 ensuring there is no discrimination for any pupil or family with protected characteristics. This does not prevent church schools from teaching about a faith perspective regarding relationships as part of the wider teaching.

Children will be taught in an age-appropriate way about the characteristics and values of healthy relationships, including area such as differences, boundaries, respect, trust and kindness. Teaching will focus on both face-to-face and online relationships recognising the significance of the digital world we now embrace. Teachers will also take all opportunities to discuss positive emotional and mental well-being with children. The characteristics that will be taught are also reflected in the school values of...

- Love
- Unity
- Courage
- Inspiration

Learning will be planned to meet the objectives set out in the Relationships Education, Sex Education (RSE) and Health Education Statutory Guidance 2021 (see appendix 1), under the broad headings of

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe



3. The Science Curriculum - body changes and life cycles

Sex Education beyond the requirements of the science national curriculum is not compulsory in primary schools; however, we recognise the importance of preparing children well for secondary school. At Bishop Aldhelm's CE Primary School, children will be taught about puberty as set out in the expectations of the science National Curriculum. In line with year group expectations, children will learn about external body parts, changes in the human body from birth to old age, and reproduction in some plants and animals. As part of the life cycle objectives, Year 5 and Year 6 pupils will be taught the science of how a baby is conceived and born. In our school, we only teach the body changes and life cycles required by the science national curriculum. As a consequence, parents do not have the right to withdraw children from these scientific lessons. (Parents will have the opportunity to discuss and view the content of the Year 5/6 curriculum before it is taught.)

We recognise that during such lessons, children may have questions as a result of their learning. We are mindful that unanswered questions often lead to misconceptions and will aim to avoid this where possible.

When questions arise, they will be dealt with as follows.

- Questions directly linked with the science taught will be answered factually for the class or individual. Children will be given the opportunity to write anonymous questions submitted via a question box
- Questions of a personal nature directly linked to the teaching may need to be dealt with by talking directly to the child with an additional adult also present. If deemed necessary, teachers will inform parents of the questions asked. Wherever possible, questions will be answered in front of all pupils via the question box.
- Where a question relates to sex education beyond the scientific teaching, children will be advised to ask their parents or carers.

In addition to the science curriculum, we will also teach the 'Changes' part of Jigsaw as part of our SRE. We have decided to do this because we believe it gives children a better understanding of the changes in their body. Parents have the right to withdraw children from Sex Education aspects that are not part of the science curriculum. In the first instance, parents should contact the Headteacher who will advise parents on how to withdraw.

4. Health and wellbeing

Health and wellbeing education will focus on the characteristics of good physical health and mental wellbeing. It will include aspects such as the importance of exercise, good nutrition and the normal range of emotions we experience. Pupils will be taught about moderation, including online and the positive two-way relationship between good physical health and good mental wellbeing.

Learning will be planned at an age-appropriate level to meet the objectives set out in the Relationships Education, Sex Education (RSE) and Health Education Statutory Guidance 2021 (see appendix 2), under the broad headings of

- General wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health protection and prevention
- Personal safety
- Basic first aid
- Developing bodies

5. Relationships and health curriculum delivery-primary



Relationships and Health Education (RHE) is taught through weekly lessons linked to the Jigsaw personal, social and health education programme and links with the whole school assembly programme. An overview of the broad topics covered and the linked Relationship and Health objectives can be found in appendix 3.

Biological aspects of sex education are taught within the science curriculum in line with the age expectations set out in the National curriculum. A number of aspects of the RHE link closely to science, computing, PE and DT. Where this is the case, messages will be reinforced within these subjects (appendix 4).

The areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, 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 are mindful that some children with SEND may need additional support to understand the themes and learning within the relationships and health education curriculum. Teachers will draw on their knowledge of the child to ensure learning is differentiated appropriately.

We will keep abreast of local contextual issues and support these through our curriculum where possible.

In Poole we are mindful of the Local Authority plan to tackle health inequalities and promote health and well-being, particularly in areas of higher deprivation. 5,350 children and young people aged 0-25 in BCP (5% of the population) live in the 10% most deprived areas in England. The Children and young people plan 2021-2024 has identified a number of key areas of focus which include: children and young people being fulfilled, happy, included. [Enc. 1 for The BCP Children and Young Peoples Plan.pdf \(bcpcouncil.gov.uk\)](#)

6. Ensuring the church values are reflected

In all schools, teaching must reflect the law. However, this does not prevent our school from teaching using our Christian perspective. Due to our status as a Church of England school, we will teach within a framework of Christian values and the Christian understanding that marriage and sex is a gift of God. Sensitivity and respect will be shown to all children when teaching about personal relationships and is taught in a way to ensure that there is no stigmatization of children based on their home/personal circumstances. Our RHE teaching and learning is set within a context that is consistent with the school's Christian ethos and values of:

- Love
- Unity
- Courage
- Inspiration

Within our relationships and health education teaching we will ensure:

- Teaching is based on inclusive Christian principles and values emphasising respect, compassion, loving care and forgiveness.
- Content is taught in the light of the belief in the absolute worth of all people and the unconditional infinite love of God.
- Teaching is sensitive to the circumstances of all children and is mindful of the expressions of family life in our culture, yet it should also uphold the Christian values regarding relationships and marriage.
- Issues regarding human sexuality are addressed sensitively.



- The exploration of reproduction and sexual behaviour within the science curriculum should stand alongside the exploration of relationships, values and morals and Christian belief.

Pupils will be given the opportunity to explore their own attitudes, values and beliefs and to develop an individual moral code that will guide their actions, as is their human right. Our focus is on building healthy attitudes and positive relationships in an environment where difference is celebrated, and everyone is included and valued for who they are.

Valuing All God's Children guidance 2017

At Bishop Aldhelm's CE Primary School, we follow advice from the Church of England's document, 'Valuing all God's children: Challenging homophobic, biphobic and transphobic (HBT) bullying'. Relationships Education is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity. Our curriculum promotes gender equality, LGBT equality and challenges discrimination. As part of the RHE programme, lessons take the needs and experiences of LGBT people into account and seeks to develop understanding that there are a variety of relationships and family patterns in the modern world. The Church of England document 'Valuing all God's Children', 2017 states: "All bullying, including homophobic, biphobic and transphobic bullying, causes profound damage, leading to higher levels of mental health disorders, self-harm, depression and suicide. Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value."

7. Roles and responsibilities

The local governing committee

The local governing committee will consult parents, suggest amendments to the headteacher and approve the RHE policy. They will hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that RHE is taught consistently across the school, and for managing requests to withdraw pupils from any non-scientific components of sex education (in line with the science national curriculum).

The Headteacher will determine whether any aspects of the curriculum will be delivered by professionals outside of the school (e.g., the school nurse may deliver information about menstruation).

Staff

Teaching staff are responsible for:

- Delivering Relationships and Health Education in a sensitive way and in accordance with their year group expectations
- Modelling positive attitudes to Relationships and Health Education
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from non-statutory components of RSE and Health Education

Staff do not have the right to opt out of teaching RHE. Staff who have concerns about teaching RHE are encouraged to discuss this with the headteacher. The leader for RHE at Bishop Aldhelm's CE Primary School, is Victoria Loughman.

Pupils



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

8. Training

Staff are trained on the delivery of RHE and biologic aspects of the science curriculum as part of their induction and it is included in our continuing professional development calendar. Staff have access to the RHE Policy and revisit this when changes occur.

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 RHE.

9. Monitoring of RHE

The delivery of RHE is monitored by Senior Leaders and the RHE leader through:

- Planning scrutiny
- Lesson observation
- Analysis of pupils' work and discussions with pupils
- Monitoring of SEN plans and IEPs where appropriate
- Sampling of pupils' end of year reports

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

This policy will be reviewed annually and will require approval by the local governing committee.

APPENDIX 1 – Expectations for Relationships Education – By the end of Primary

Families and people who care for me	<p>Pupils should know</p> <ol style="list-style-type: none"> 1. that families are important for children growing up because they can give love, security and stability. 2. 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. 3. 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. 3. 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. 4. that marriage¹ represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 5. 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	<p>Pupils should know</p> <ol style="list-style-type: none"> 1. how important friendships are in making us feel happy and secure, and how people choose and make friends. 2. that through no fault of their own, not every child will have the friends they would like, that most people feel lonely at some point and that there is no shame in feeling lonely or talking about it. 3. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 4. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 5. 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. 6. 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	<p>Pupils should know</p>

	<ol style="list-style-type: none"> 1. 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. 2. practical steps they can take in a range of different contexts to improve or support respectful relationships. 3. the conventions of courtesy and manners. 4. the importance of self-respect and how this links to their own happiness. 5. that they can expect to be treated with respect by others, and that in turn they should show respect to others, including those in positions of authority. 5. 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. 6. what a stereotype is, and how stereotypes can be unfair, negative or destructive. 7. the importance of respecting boundaries, including understanding permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	<p>Pupils should know</p> <ol style="list-style-type: none"> 1. that people sometimes behave differently online, and that this can lead to dangerous situations. For example, someone pretending to be someone they are not, or an adult presenting as a child, to get another person to do something for them that they don't want to do or shouldn't do. 2. that children should be respectful in online interactions, and the same principles apply to online relationships as to face-to-face relationships, including when we are anonymous. 3. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 4. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 5. how information and data is shared and used online, including the risks of sending images and information (without discussing details of sexual imagery). 6. about online risks, including that any material someone provides to another has the potential to be circulated online and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. 7. that there is a minimum age for joining social media sites (normally age 13) in part to protect children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. 8. the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. This should be covered without discussing details of sexual imagery. 9. who to go to for advice and support when they feel worried or concerned about something they have seen or engaged with online. Pupils should understand what they should do if they see something online that makes them feel worried. Pornography should not be referenced in primary education.
Being safe	<p>Pupils should know</p>

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| | <ol style="list-style-type: none"> 1. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources and so on. 2. about the concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. 4. how to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. 5. how to recognise and report feelings of being unsafe or feeling bad about any adult. 6. how to ask for advice or help for themselves or others, and to keep trying until they are heard. 7. how to report concerns or abuse, and the vocabulary and confidence needed to do so. 8. where to get advice e.g. family, school and/or other sources. |
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APPENDIX 2 – Expectations of Health Education -By the end of Primary Education

General Wellbeing	<p>Pupils should understand</p> <ol style="list-style-type: none"> 1. the benefits of physical exercise, time outdoors, and helping others for wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family and hobbies, interests and community participation. 2. the importance of promoting general wellbeing and physical health. 3. the range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal and affect everyone at different times and are not in themselves a sign of a mental health condition. 4. how to recognise feelings and use varied vocabulary to talk about their own and others' feelings. 5. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 6. that isolation and loneliness can affect children, and the benefits of seeking support. 7. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. 8. that change and loss, including bereavement, can provoke a range of feelings; that grief is a natural response to bereavement, and everyone grieves differently. 9. where and how to seek support (including recognising the triggers for seeking support), including who 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). 10. that it is common to experience mental health problems, and early support can help resolve problems.
Healthy eating	<p>Pupils should know</p> <ol style="list-style-type: none"> 1. what constitutes a healthy diet (including understanding calories and other nutritional content). 2. the principles of planning and preparing a range of healthy meals. 3. 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, tobacco and vaping	<p>Pupils should know</p> <ol style="list-style-type: none"> 1. the facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking.
Health protection and prevention	<p>Pupils should know</p> <ol style="list-style-type: none"> 1. how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 2. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 3. the importance of sufficient good quality sleep for health and the impact of poor sleep on weight, mood and ability to learn.

	<p>4. about dental health and the benefits of good oral hygiene and inter-dental cleaning, including regular check-ups at the dentist.</p> <p>5. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p> <p>6. the facts and science relating to allergies, immunisation and vaccination</p>
Personal safety	<p>Pupils should know:</p> <ol style="list-style-type: none"> 1. about hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. 2. how to recognise risk and keep safe around roads, railways and water, including the water safety code.
Basic First Aid	<p>Pupils should know:</p> <ol style="list-style-type: none"> 1. how to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. 2. concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.
Developing bodies	<p>This should not be taught before year 4.</p> <p>Pupils should know:</p> <ol style="list-style-type: none"> 1. about growth, change and the changing adolescent body, this topic should include the human lifecycle. Puberty should be mentioned as a stage in this process. 2. the key facts about the menstrual cycle, including physical and emotional changes.

APPENDIX 3 – RHE CURRICULUM OVERVIEW

Autumn 1 Being in my World:

	<u>Foundation</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Being me, in my world - Attainment Targets/ Objectives</u>	<p>2021 Framework: Personal, Social, Emotional Development: Managing Self, Self-regulation</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. 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.</p>	<p><i>Working at...</i></p> <p>I know the rights and responsibilities as a member of my class and within the class charter.</p> <p>I can recognise how it feels to be proud of an achievement.</p> <p>I can recognise the choices I make and understand the consequences.</p>	<p><i>Working at...</i></p> <p>I know the rights and responsibilities as a member of my class and school</p> <p>I understand how following the class charter will help me and others learn.</p> <p>I can help to make my class a safe and fair place.</p> <p>I can listen to other people and contribute my own ideas about rewards and consequences.</p>	<p><i>Working at...</i></p> <p>I know why rules are needed and how they relate to rights and responsibilities.</p> <p>I understand my actions affect others and try to see things from their points of view.</p> <p>I can face new challenges positively, make responsible choices and ask for help when I need it.</p>	<p><i>Working at...</i></p> <p>I know how good it feels to be included in a group and understand how it feels to be excluded.</p> <p>I understand how democracy and having a voice benefits the school community.</p> <p>I understand that my actions affect myself and others; I can think about other people's feelings and try to empathise with them.</p>	<p><i>Working at...</i></p> <p>I know some of my rights and responsibilities as a British citizen and member of my school.</p> <p>I understand how democracy and having a voice benefits the school community.</p> <p>I can make choices about my own behaviour because I understand how rewards and consequences feel.</p>	<p><i>Working at...</i></p> <p>I know that there are universal rights for all children but for many citizens these rights are not met.</p> <p>I understand that my actions affect other people locally and globally.</p>

Autumn 2 Celebrating Differences:

	<u>Foundation</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Celebrating Difference - Attainment Targets/ Objectives</u>	<p>2021 Framework: Understanding the world: People, cultures and communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p>	<p><i>Working at...</i></p> <p>I know and can tell you some ways I am different from my friends.</p> <p>I understand these differences make us all special and unique</p> <p><i>Greater Depth...</i></p> <p>I can describe a variety of ways that I am different from my friends.</p> <p>I can tell you why I am proud of the things that make me special</p>	<p><i>Working at...</i></p> <p>I can identify some ways in which my friend is different from me and can tell you why I value this difference about him/her.</p> <p><i>Greater Depth...</i></p> <p>I can compare myself with a friend and describe the similarities and difference between us.</p> <p>I can express how I feel about our similarities and differences.</p>	<p><i>Working at...</i></p> <p>I can tell you about a time when my words affected someone's feelings and what the consequences were.</p> <p>I can give and receive compliments and know how this feels</p> <p><i>Greater Depth...</i></p> <p>I can recognise and describe a time when my words affected someone's feelings and explain the effect this had on our relationship.</p> <p>I can give and receive compliments and know how this feels and the other person.</p>	<p><i>Working at...</i></p> <p>I can tell you a time when my first impression of someone changed as I got to know them.</p> <p>I can explain why it is good to accept people for who they are.</p> <p><i>Greater Depth...</i></p> <p>I can use a variety of examples to show how first impressions can be misleading.</p> <p>I can consider how I form my opinions of people and explain why it is good to accept people for who they are. I can identify superficial things that can influence first impressions.</p>	<p><i>Working at...</i></p> <p>I can explain differences between direct and indirect types of bullying.</p> <p>I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied.</p> <p><i>Greater Depth...</i></p> <p>I can consider a range of bullying behaviours and understand the impact these may have.</p> <p>I can recognise some of the reasons and feelings that motivate some children to bully and suggest why some children are the victims of bullying.</p>	<p><i>Working at...</i></p> <p>I can explain ways in which difference can be a source of conflict or a cause for celebration.</p> <p>I can show empathy with people in either situation.</p> <p><i>Greater Depth...</i></p> <p>I can talk about one thing that makes me different from my friends and challenges our relationship.</p> <p>I can express how I feel about this.</p>

Spring 1 Dreams and Goals

	<u>Foundation</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Dreams and Goals - Attainment Targets/ Objectives	<p><u>2021 Framework</u> <u>Personal, Social, Emotional Development:</u> <u>Managing Self, Self-regulation</u></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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.</p>	<p><i>Working at...</i></p> <p>I can tell you how I felt when I succeeded in a new challenge and how I celebrated it.</p> <p>I know how to store the feelings of success in my internal treasure chest.</p> <p><i>Greater Depth...</i></p> <p>I can tell you about what helped me to succeed in a new challenge and describe how I felt about my success.</p> <p>I can choose how to celebrate my success and know how to store it in my internal treasure chest.</p>	<p><i>Working at...</i></p> <p>I can explain some of the ways I worked cooperatively in my group to create an end product.</p> <p>I can express how it felt to be working as part of a group.</p> <p><i>Greater Depth...</i></p> <p>I can explain how my own and other people's contributions helped the group to create the end product.</p> <p>I can explain what felt good and what felt difficult about working in a group.</p>	<p><i>Working at...</i></p> <p>I can evaluate my own learning process and identify how it can be better next time.</p> <p>I am confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest.</p> <p><i>Greater Depth...</i></p> <p>I can recognise and express my strengths in tackling a learning challenge and I can plan steps to me do better next time.</p> <p>I am confident to share with others both my success and the difficulties I faced and I know how to store my feelings of success in my internal treasure chest.</p>	<p><i>Working at...</i></p> <p>I know how to make a new plan and set new goals even if I have been disappointed.</p> <p>I know what it means to be resilient and to have a positive attitude.</p> <p><i>Greater Depth...</i></p> <p>I can deal with disappointment by analysing what went wrong and I can use the lessons from a bad experience to help me plan new goals.</p> <p>I can explain how resilience and a positive attitude contribute to a greater chance of success.</p>	<p><i>Working at...</i></p> <p>I can describe the dreams and goals of a young person in a culture different from mine.</p> <p>I can reflect on how these goals relate to my own goals.</p> <p><i>Greater Depth...</i></p> <p>I can describe the dreams and goals of a young person in a culture different from mine and account for the similarities and differences with my own dreams and goals.</p> <p>I can evaluate the ways in which our opportunities and life chances are different.</p>	<p><i>Working at...</i></p> <p>I can describe some ways in which I can work with other people to help make the world a better place.</p> <p>I can identify why I am motivated to do this.</p> <p><i>Greater Depth...</i></p> <p>I can describe a range of ways in which I can work with other people to make the world a better place, and explain and justify my group's chosen course of action.</p> <p>I can show how our choice is based on an awareness of the experience and the needs of people affected.</p>

Spring 2 Healthy Me

	<u>Foundation</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Healthy Me - Attainment Targets/ Objectives	<p><u>2021 Framework</u> <u>Personal, Social, Emotional Development:</u> <u>Managing Self, Self-regulation</u></p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p>	<p><i>Working at...</i></p> <p>I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy.</p> <p>I can recognise how being healthy helps me to feel happy.</p> <p><i>Greater Depth...</i></p> <p>I can describe many ways that my body is amazing and I can talk about ways to keep it safe and healthy and some things that may harm it if I am not careful.</p> <p>I know that healthy choices make me feel good about myself and I can tell you how being healthy helps me to feel happy.</p>	<p><i>Working at...</i></p> <p>I can make some healthy snacks and explain why they are good for my body.</p> <p>I can express how it feels to share healthy food with my friends.</p> <p><i>Greater Depth...</i></p> <p>I can identify and prepare snacks that are healthy and explain my choice by saying why they are good for my body.</p> <p>I can compare my own and my friends' choices and can express how it feels to make and share healthy food together.</p>	<p><i>Working at...</i></p> <p>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help.</p> <p>I can express how being anxious or scared feels.</p> <p><i>Greater Depth...</i></p> <p>I can judge the levels of risk involved in different situations and I can select and describe suitable strategies for keeping myself safe including knowing how to seek help and from whom.</p> <p>I can express and respond appropriately to feelings of anxiety or fear.</p>	<p><i>Working at...</i></p> <p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p> <p>I can identify feelings of anxiety and fear associated with peer pressure.</p> <p><i>Greater Depth...</i></p> <p>I can explain with a variety of examples, situations where I may experience peer pressure and I can suggest a number of strategies for dealing with this.</p> <p>I can identify feelings of anxiety and fear associated with peer pressure and I know how to manage these feelings when making healthy choices.</p>	<p><i>Working at...</i></p> <p>I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures.</p> <p>I respect and value my body</p> <p><i>Greater Depth...</i></p> <p>I can describe and evaluate the different roles food can play in people's lives, and I can explain the links between body image pressures and the various eating disorders people can develop.</p> <p>I respect and value my body and I understand the part this plays in maintaining my self-confidence.</p>	<p><i>Working at...</i></p> <p>I can evaluate when alcohol is being used responsibly, anti-socially or being misused.</p> <p>I can tell you how I feel about using alcohol when I am older and my reasons for this.</p> <p><i>Greater Depth...</i></p> <p>I can give an account of the different ways in which people in our society use alcohol as part of their lifestyle and distinguish between responsible use, anti-social use and misuse.</p> <p>I can reflect on my own feelings about alcohol use and consider what my attitude may be when I am older.</p>

Summer 1 Relationships

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Relationships - Attainment Targets/ Objectives	<p>2021 Framework: Personal, Social, Emotional Development: Building relationships Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>	<p><i>Working at...</i></p> <p>I can tell you why I appreciate someone who is special to me.</p> <p>And I can express how I feel about them</p> <p><i>Greater Depth...</i></p> <p>I can talk about someone who is special to me and I can tell you why I appreciate them and why I think we get on well together.</p> <p>I can tell you how I feel about my relationship with this person.</p>	<p><i>Working at...</i></p> <p>I can identify some of the things that cause conflict between me and my friends.</p> <p>I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends.</p> <p><i>Greater Depth...</i></p> <p>I can identify a range of things that cause conflict between me and my friends and explain why these conflict arise.</p> <p>I can demonstrate how to use the positive problem solving technique to resolve these conflicts and consider how effective it might be.</p>	<p><i>Working at...</i></p> <p>I can explain how some of the actions and work of people around the world help and influence my life.</p> <p>I can show an awareness of how this could affect my choices.</p> <p><i>Greater Depth...</i></p> <p>I can explain how some of the actions and work of people around the world help and influence my life, and how the things we buy and use affect their livelihood.</p> <p>I can express a sense of the responsibility we have for each other because of these connections.</p>	<p><i>Working at...</i></p> <p>I can explain different people of view on an animal rights issue.</p> <p>I can express my own opinion and feelings on this.</p> <p><i>Greater Depth...</i></p> <p>I can explain and weigh up different points of view people may hold on an animal rights issue.</p> <p>I can take these into account in expressing and justifying my own opinions and feelings on this.</p>	<p><i>Working at...</i></p> <p>I can explain how to stay safe when using technology to communicate with my friends.</p> <p>I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others.</p> <p><i>Greater Depth...</i></p> <p>I can compare and contrast safe and unsafe uses of technology to communicate with friends and describe strategies that will keep me safe.</p> <p>I can explain the pressures that might make me or others use technology in risky or harmful ways and consider how best to resist those pressures.</p>	<p><i>Working at...</i></p> <p>I can recognise when people are trying to gain power or control.</p> <p>I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.</p> <p><i>Greater Depth...</i></p> <p>I can analyse and explain some of the methods people can use to try and gain power and control over others, in both obvious and hidden ways.</p> <p>I can consider ways of standing up for myself and my friends in such situations, and judge between those likely to be effective and those that may aggravate the problem.</p>

Summer 2 Changing Me

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Changing Me - Attainment Targets/ Objectives	<p>2021 Framework: Personal, Social, Emotional Development: Managing Self, Self-regulation Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p>	<p><i>Working at...</i></p> <p>I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina.</p> <p>I respect my body and understand which parts are private.</p> <p><i>Greater Depth...</i></p> <p>I can talk about the similarities and the differences between boys' and girls' bodies and can use the correct terms to describe the differences: penis, testicles, vagina.</p> <p>I respect my body and I understand how to keep certain parts private, and I can tell you when I should and should not talk about these.</p>	<p><i>Working at...</i></p> <p>I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private.</p> <p>I can tell you what I like/don't like about being a boy/girl.</p> <p><i>Greater Depth...</i></p> <p>I can talk about various ways that boys and girls are different, both physically (using the correct terms) and in personality and behaviour. I can talk about the physical differences with respect and understand how to protect my own and others privacy.</p> <p>I can explain how I feel about being a boy/girl and talk about what I like and dislike about it.</p>	<p><i>Working at...</i></p> <p>I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they group up.</p> <p>I recognise how I feel about these changes happening to me and know how to cope with these feelings.</p> <p><i>Greater Depth...</i></p> <p>I can describe fully the changes that take place inside boys' and girls' bodies during the growing up process and can explain accurately how each of the changes helps to prepare their bodies for making babies when they group up.</p> <p>I can express how I feel about these changes happening to me and can weigh up the positives and negatives and I understand how to manage these feelings.</p>	<p><i>Working at...</i></p> <p>I can identify what I am looking forward to when I am in Year 5.</p> <p>I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this.</p> <p><i>Greater Depth...</i></p> <p>I can explain the changes I am looking forward to when I am in Year 5 and I can identify which changes are within my control.</p> <p>I can consider and prioritise the changes I would like to make in Year 5 and can plan the approaches I will use to tackle these changes.</p>	<p><i>Working at...</i></p> <p>I can describe how boys' and girls' bodies change during puberty.</p> <p>I can express how I feel about these changes that will happen to me during puberty.</p> <p><i>Greater Depth...</i></p> <p>I can give a detailed account of the changes that occur in girls' and boys' bodies during puberty and I understand the emotional changes that may take place at the same time.</p> <p>I can consider how these changes will affect me and prepare myself for the feelings I may experience.</p>	<p><i>Working at...</i></p> <p>I can describe how a baby develops from conception through the nine months of pregnancy and how it is born.</p> <p>I recognise how I feel when I reflect on the development and birth of a baby.</p> <p><i>Greater Depth...</i></p> <p>I can explain the process by which a baby is conceived, how it develops through the nine months of pregnancy, and the stages of labour and birth.</p> <p>I can reflect on how they experience might feel from the point of view of a parent and express my own thoughts and feelings about it.</p>



APPENDIX 4 – RHE LINKED WITH OTHER NATIONAL CURRICULUM AREAS

Primary RHE, science, computing, DT and PE

Relationships Education

Science NC links PE NC links Computing links

Families and people who care for me	<p>Pupils should know</p> <ul style="list-style-type: none"> that families are important for children growing up because they can give love, security and stability. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. that marriage² represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 	<p>Living things and their habitats</p> <p>Y2</p> <ul style="list-style-type: none"> identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other <p>Y4</p> <ul style="list-style-type: none"> recognise that environments can change and that this can sometimes pose dangers to living things. 	<p>N/A</p>	<p>N/A</p>
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Caring friendships	<p>Pupils should know</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. 	N/A	N/A	N/A
Respectful relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults. 	N/A	N/A	N/A

Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-toface 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. 	N/A	N/A	<p>KS1</p> <p>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p> <p>KS2</p> <ul style="list-style-type: none"> • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact • be discerning in evaluating digital content
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Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. how to recognise and report feelings of being unsafe or feeling bad about any adult. how to ask for advice or help for themselves or others, and to keep trying until they are heard. how to report concerns or abuse, and the vocabulary and confidence needed to do so. where to get advice e.g. family, school and/or other sources. 			<p>KS1</p> <ul style="list-style-type: none"> use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies <p>KS2</p> <ul style="list-style-type: none"> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
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Primary Physical Health and Mental wellbeing

		Science	PE and DT	Computing
Mental Wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> that mental wellbeing is a normal part of daily life, in the same way as physical health. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. 	<p>Animals including Humans Y2</p> <ul style="list-style-type: none"> describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene <p>Y6</p> <ul style="list-style-type: none"> recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function 	<p>PE</p> <p>KS1</p> <ul style="list-style-type: none"> be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. <p>KS2</p>	<p>KS1</p> <ul style="list-style-type: none"> identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies <p>KS2</p> <ul style="list-style-type: none"> recognise acceptable/unacceptable behaviour; identify a range of



	<ul style="list-style-type: none"> • 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. 		<ul style="list-style-type: none"> • enjoy communicating, collaborating and competing with each other • develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. 	ways to report concerns about content and contact
Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to 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. 	N/A	N/A	<p>KS1</p> <p>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p> <p>KS2</p> <ul style="list-style-type: none"> • understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web,

	<ul style="list-style-type: none"> that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. where and how to report concerns and get support with issues online. 			<p>and the opportunities they offer for communication and collaboration</p> <ul style="list-style-type: none"> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact be discerning in evaluating digital content
Physical Health and Fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> the characteristics and mental and physical benefits of an active lifestyle. the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. the risks associated with an inactive lifestyle (including obesity). how and when to seek support including which adults to speak to in school if they are worried about their health. 	<p>Animals and Humans</p> <p>Y2 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <p>Y6 recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p>	<p>PE – support statements but not specifically linked</p> <p>KS1</p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities <p>KS2</p> <ul style="list-style-type: none"> enjoy communicating, collaborating and competing with each other develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. develop flexibility, strength, technique, control and balance 	N/A

			[for example, through athletics and gymnastics]	
Healthy Eating	<p>Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). 	<p>Animals and Humans</p> <p>Y1 identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Y2 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <p>Y3 identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>Y6 recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>DT – cooking and nutrition</p> <p>KS1 Pupils should be taught to:</p> <ul style="list-style-type: none"> • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from. <p>KS2 Pupils should be taught to:</p> <ul style="list-style-type: none"> • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques 	N/A
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. 	<p>Y6 recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p>	N/A	N/A

Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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. 	<p>Animals and humans</p> <p>Y2 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <p>Y4 identify the different types of teeth in humans and their simple functions</p> <p>Y6 recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p>	N/A	N/A
Basic First Aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. <p>concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>	N/A	N/A	N/A
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle. 	<p>Animals, including humans</p> <p>Y5 describe the changes as humans develop to old age.</p> <p>Y6 recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p>	N/A	N/A