

Appendix 1

<u>Statutory requirements - COMPULSARY</u>	
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 marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	<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.

	<ul style="list-style-type: none"> • 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> <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.
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-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
Being safe	<p>Pupils should know</p>

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| | <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. |
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Appendix 2

Termly topics		
<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<p>Families and Friendships</p> <p>R/Y1 suggested:</p> <ul style="list-style-type: none"> - I'm special - Special people - People are different - Good or bad touches - Good and bad secrets <p>Y2/3 suggested:</p> <ul style="list-style-type: none"> - A good friend - Acts of kindness - Getting on with others - Looking after our special people <p>Y 3/4 suggested:</p> <ul style="list-style-type: none"> - Getting on with others - Looking after our special people - Good/bad relationships - Friend or acquaintance <p>Year 5</p> <ul style="list-style-type: none"> - Am I a good friend? - Being assertive - Friendship qualities <p>Year 6 suggested:</p> <ul style="list-style-type: none"> - Forceful relationships - Friendship qualities - Being a good friend 	<p>Belonging to a community</p> <p>R/Y1 suggested:</p> <ul style="list-style-type: none"> - Pupil voice - Passing on praise - Caring for something <p>Y2/3 suggested:</p> <ul style="list-style-type: none"> - Ideal classroom - Environment - Leaving people out - Helpful volunteers <p>Y 3/4 suggested:</p> <ul style="list-style-type: none"> - Ideal classroom - Volunteering - School community - Environment <p>Y 5 suggested:</p> <ul style="list-style-type: none"> - Local councils - Rights, responsibilities and duties - School community <p>Y6 suggested:</p> <ul style="list-style-type: none"> - Gender stereotypes - Media manipulation - Similarities and differences - Tolerance and respect 	<p>Physical health and mental wellbeing</p> <p>R/Y1 suggested:</p> <ul style="list-style-type: none"> - Resilience - Healthy eating - Hygiene - Importance of sleep - Inside the body <p>Y2/3 suggested:</p> <ul style="list-style-type: none"> - Being healthy and clean - What the body needs - What the body does - Help or harm (substances) <p>Y 3/4 suggested:</p> <ul style="list-style-type: none"> - Basic first aid - Changing feelings - Looking after our body - What the body does - Help or harm (substances) <p>Y5 suggested:</p> <ul style="list-style-type: none"> - Substance misuse - Getting fit - Risk taking <p>Y6 suggested:</p> <ul style="list-style-type: none"> - Wellbeing - Topical issues - Substance misuse
<p>Safe relationships</p> <p>R/Y1 suggested:</p> <ul style="list-style-type: none"> - People who help - Classroom rules - School rules - Being safe inside and outside <p>Y2/3 suggested:</p>	<p>Media Literacy and Digital Resilience</p> <p>R/Y1 suggested:</p> <ul style="list-style-type: none"> - Sharing pictures <p>Y2/3 suggested:</p> <ul style="list-style-type: none"> - Online games - Media influence - Facts vs opinions 	<p>Growing and changing</p> <p>R/Y1 suggested:</p> <ul style="list-style-type: none"> - Same and different homes - Our feelings - Difference between hurting body or feelings

<ul style="list-style-type: none"> - When to tell - Bullying/teasing - Feeling safe - Secrets vs surprises - Keeping others safe <p>Y 3/4 suggested:</p> <ul style="list-style-type: none"> - Secrets vs surprises - Keeping others safe - Peer pressure - Keeping secrets - Who keeps us safe <p>Year 5 suggested:</p> <ul style="list-style-type: none"> - Independence and responsibility - Understanding my feelings <p>Year 6 suggested:</p> <ul style="list-style-type: none"> - Solving friendship problems - Being different - Acting appropriately 	<p>Y 3/4 suggested:</p> <ul style="list-style-type: none"> - Stereotypes - Fake news - Pictures online - Facts vs opinions <p>Y5 suggested:</p> <ul style="list-style-type: none"> - Online bullying - Communicating online - Fact vs opinions <p>Y6 suggested:</p> <ul style="list-style-type: none"> - Think before you click - Social media - Sharing things - Photographs 	<p>Y2/3 suggested:</p> <ul style="list-style-type: none"> - Growing (changing body) - Respecting privacy - Body space <p>Y 3/4 suggested:</p> <ul style="list-style-type: none"> - Feelings changing - Moving house - Respecting privacy - Body space <p>Y5 suggested:</p> <ul style="list-style-type: none"> - Growing and changing bodies - Puberty - GIRLS – menstruation <p>Y6 suggested:</p> <ul style="list-style-type: none"> - What is 'normal' - Puberty - GIRLS- menstruation - Sex education (reproduction)
<p>Respecting ourselves and others</p> <p>R/Y1 suggested:</p> <ul style="list-style-type: none"> - Good friends - Teasing/bullying - Keeping privates private <p>Y2/3 suggested:</p> <ul style="list-style-type: none"> - How we feel - How we make others feel - Respect - Keeping calm <p>Y 3/4 suggested:</p> <ul style="list-style-type: none"> - Respect - Keeping calm - The wider world - What makes me ME - Making choices <p>Year 5 suggested:</p> <ul style="list-style-type: none"> - Kind conversations - Loving myself - Things happen to everybody <p>Year 6 suggested:</p> <ul style="list-style-type: none"> - Respecting difference - Working together - Negotiation 	<p>Money and work</p> <p>R/Y1 suggested:</p> <ul style="list-style-type: none"> - What is money for? - Looking after our money <p>Y2/3 suggested:</p> <ul style="list-style-type: none"> - Saving money - Earning money - My talents <p>Y 3/4 suggested:</p> <ul style="list-style-type: none"> - Earning money - My talents - Taxes - Law and rules (British values) <p>Y5 suggested:</p> <ul style="list-style-type: none"> - Challenging stereotypes (jobs) - Give and take - Borrowing money - Skillsets <p>Y6 suggested:</p> <ul style="list-style-type: none"> - Jobs - Taxes - Picking a career - Work vs pay 	<p>Keeping safe</p> <p>R/Y1 suggested:</p> <ul style="list-style-type: none"> - Taking care of a baby - Basic first aid - Medicine <p>Y2/3 suggested:</p> <ul style="list-style-type: none"> - Basic first aid - Secrets shouldn't be kept - Danger perception <p>Y 3/4 suggested:</p> <ul style="list-style-type: none"> - Danger perception - Danger, risk or hazard - Medicines (check labels) <p>Y5 suggested:</p> <ul style="list-style-type: none"> - Basic first aid - Emotional needs - Dilemmas and decisions <p>Y6 suggested:</p> <ul style="list-style-type: none"> - Drugs law - Drug use - Alcohol normalities - Online pressures

