



**HIGHER
WALTON
C. OF E. PRIMARY
SCHOOL**

**RELATIONSHIPS
AND SEX
EDUCATION
POLICY**

RELATIONSHIPS AND SEX EDUCATION POLICY

SCHOOL VISION

Life in all its fullness (John 10v10)

SCHOOL MISSION STATEMENT, AIMS AND VALUES

Higher Walton CE Primary School aims to raise standards within a caring, supportive and stimulating environment based upon an inclusive Christian ethos.

We aim to develop successful learners, confident individuals, responsible and spiritual citizens and an actively engaged community in order to fulfil our vision.

Our school's core Christian values are friendship, forgiveness, creativity, courage, respect, responsibility, trust and tenacity.

POLICY CONTEXT AND RATIONALE

This policy covers our school's approach to Relationships and Sex Education (RSE). It was produced by the PSHE leader, Mrs J Headley, in consultation with staff, pupils, Governors and parents. Consultation took the form of discussion with representative groups and follow-up questionnaires. Pupils have been involved in the creation of this policy through discussion with lead learners.

Our Relationships and Sex Education programme complies with the requirements of the Equality Act, Public Sector Equality Duty and statutory guidance on Relationships Education 2019, as well as meeting the Education Act 2002 requirement to provide a balanced and broadly based curriculum which

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for opportunities, responsibilities and experiences of later life.

This policy is made available to all staff via the school network, and is available to parents/carers on our school website. It can also be made available in printed format if requested.

CURRICULUM INTENT

VISION FOR RELATIONSHIPS AND SEX EDUCATION (RSE)

The greatest commandment Jesus taught was to love God and to love your neighbour. Within this commandment is the foundation of the Christian view of relationships. At Higher Walton Church of England Primary School our relationships education seeks to live out this command and explore how we can 'love our neighbour' through what we say and do. Our school focusses on the importance of relationships and the qualities and character needed to sustain the best relationships that honour each other whether within a friendship, family relationship or romantic relationship.

Higher Walton CE Primary School respects each child as a unique child of God, loved and accepted, in an ethos that encourages and celebrates our uniqueness. We endeavour to provide opportunities for children to develop holistically, with a life and moral code based on Christian values and teaching.

Staff seek to act as role models, adopting a way of life based on Christian principles, which both respect the human body and seek to ensure health and well-being.

We recognise that our pupils and staff have a range of experiences of family life and parental relationships, and seek to affirm and value all members of the school community and help them to cope with their experiences. We also seek to share something of the love, commitment and security which we believe are possible in family life.

Our RSE policy is underpinned by our school values, and informed by our overall school ethos and aims.

DEFINITIONS

Personal, Social and Health Education is the programme of work that forms part of our basic curriculum. It encompasses the statutory framework for Relationships Education, and Physical Health and Mental Wellbeing and also includes non-statutory elements such as economic understanding and learning to learn.

Relationships Education is the part of our PSHE curriculum which covers all types of relationships including online, same sex, peer to peer, family and carer relationships. It also covers respect for others and staying safe

Sex Education is a programme of work that covers romantic relationships, sexual health, contraception. **At this school, sex education is not taught.**

Health Education is the part of our PSHE curriculum which teaches about puberty, physical health and fitness, healthy eating, mental wellbeing, drugs, alcohol and tobacco.

The Science curriculum covers human reproduction (see Science Policy)

PRINCIPLES

At Higher Walton C of E Primary School, Relationships Education will be rooted in the Christian faith and in the schools perception of the needs of all the children, where individuals are respected and valued on an equal basis. Our pupils come from varied social, family and faith backgrounds, from both single and dual parent families. This diversity is respected.

At Higher Walton C of E Primary School we believe that we are all part of God's family and we value and respect all children. We believe that the ideal family life for children is one that provides unconditional love, commitment and security. Children's happiness and well-being is of paramount importance. Regardless of their background, pupils will be accepted and cherished within the school. We will seek to provide a safe and secure environment in which marriage and other human relationships can be explored.

Teachers and all those contributing to RSE are expected to work within an agreed values framework as described in the school's policy, which is in line with current legislation.

Partnership with parents is considered vital in maximising the success of the programme as an integral part of the learning for pupils at our school.

Accountability for the implementation of the RSE Policy rests with the Governing Body.

RELATIONSHIPS EDUCATION (RSE) AIMS

Our RSE programme aims to

- Ensure Relationships Education is part of a child's broad, balanced curriculum, integral to the basic curriculum of the school and part of the child's all-round development.
- Fulfil the requirements of the statutory framework 2020 for Relationships Education
- Cover the concepts of rights and responsibilities, feelings and friendship, online safety, safety, identity and diversity
- Enable pupils to understand the qualities of healthy relationships based on Christian principles, including the importance of marriage and lifelong commitments as a basis for sexual relationship.
- Develop pupils' confidence, resilience and independence
- Develop understanding, tolerance and respect for others
- Meet needs identified by pupils (eg online safety, mental wellbeing)
- Help pupils develop a positive and secure personal identity, a sense of their own value and feelings of confidence and empathy.
- Prepare children for healthy relationships in an online world.
- Enable pupils to understand how to stay safe, know the importance of boundaries and how to report abuse or feelings of being unsafe.
- Ensure that all understand the importance of respecting others and accepting those who differ, yet challenging those behaviours and attitudes which exploit others and do not reflect Christian values.
- Support our behaviour and pastoral care systems
- Be a foundation for later learning and support pupils in their transition to secondary school
- Create a positive culture around issues of sexuality and relationship.
- To know how to 'love your neighbour' even when we might disagree

STATUTORY REQUIREMENTS

This school complies with the requirements of the Equality Act and the Public Sector Equality Duty in addition to complying with the statutory guidance on Relationships Education, Sex Education (RSE) and Health Education.

PLANNING

In EYFS, planning for Relationships Education is based on the EYFS statutory framework.

In Key Stage 1 and 2, Relationships Education follows the PSHE Association's Programme of Study, which identifies the key concepts and skills to be taught through PSHE topics, each lasting half a term. Our provision is mapped and planned effectively through a spiral 2 year rolling programme of recurring themes, revisited to progressively deepen understanding. (Appendix 2)

The knowledge and skills in each unit of work are laid down in the scheme, which covers our overarching concepts of rights and responsibilities, feelings and friendship, online safety, safety, identity and diversity.

Relationships Education is part of our PSHE curriculum links to other curriculum subjects including RE (especially other faiths, diversity), Computing (especially Online Safety), PE, Science (especially changes around puberty) and English (debates). The order of topics within PSHE varies in order to make appropriate links with the broader 3-year cycle of history/geography/science topics.

ENTITLEMENT AND EQUALITY OF OPPORTUNITY

Classroom practice takes account of age, special needs/disabilities, maturity and cultural backgrounds to ensure that all pupils can fully access the Relationships Education. We promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstances.

We recognise the right for all pupils to have access to Relationships Education that meets their needs, and ensure that pupils with SEND receive access through differentiation, carefully chosen tasks and/or classroom support. Additional support is put in place where needed, for example:

- ELSA intervention support for friendship
- counselling support for bereavement and family breakdown
- anger management and GHIST support for pupils who struggle to regulate their behaviour or emotions
- nurture activities to build self-esteem.

We use Relationships Education as a way to address diversity and to ensure equality for all, and expect pupils to consider others' needs sensitively in discussions.

ENRICHMENT

Our provision is further enriched with

- theme afternoons such as dementia awareness and anti-bullying which extend the planned PSHE provision,
- visiting speakers such as NSPCC
- picture news worship promoting debate and understanding of British values
- relevant displays such as school values

ENHANCEMENT

Additional challenge opportunities which are offered in the wider life of the school support Relationships Education, for example:

- Positions of responsibility such as prefects and buddies
- leadership roles such as playground games

CURRICULUM IMPLEMENTATION

CURRICULUM DELIVERY OF RELATIONSHIPS EDUCATION

Relationships Education is primarily delivered as part of PSHE.

Relationships Education topics within our school's curriculum cycle are shown in Appendix 2

Opportunities also arise within National Curriculum science to cover Relationships Education content, as follows:

Key Stage 1

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- That humans and animals can produce offspring and these grow into adults

Upper Key Stage 2

- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- describe the changes as humans develop to old age.

All content is adapted to meet the needs of pupils with special educational needs or disabilities.

We need to enable the children to develop confidence in talking, listening and thinking about Relationships Education. Ground rules need establishing for discussions.

- No one (teacher or pupil) will have to answer a personal question
- No one will be forced to take part in a discussion
- Only correct names for body parts will be used
- Meanings of words will be explained in a sensible and factual way

The PSHE policy should be consulted for information regarding learning and teaching, methodology, timetabling, and assessment

Staff are trained on the delivery of Relationships Education using appropriate resources. The headteacher may invite visitors, such as school nurses to assist with the delivery of Relationships Education or to train staff. These people bring a new perspective and offer specialised knowledge, experience and resources. Any visitors will follow the school policy and deliver in line with the Church of England ethos of the school.

DIFFICULT QUESTIONS AND SENSITIVE ISSUES

Our school's Relationships Education programme will provide opportunities for children to 'talk honestly and openly'. We set ground rules at the start of lessons to support honest and open dialogue. It is important that pupils feel able to ask questions openly; however teachers may not be able to answer questions immediately as time and/or further discussion with the leadership team may be needed in order to construct an appropriate answer. Where sensitive topics are being discussed, we ensure confidentiality by providing private question boxes where questions can be raised anonymously.

At the same time, we have to respect the pace of children's maturation. We feel that some topics are best postponed until the secondary school years. There are also sensitive or controversial topics over which some staff, parents and governors may have reasonable concerns.

Our school has decided not to teach about or answer questions on rape, oral sex, exploitative or violent sexual practices, incest, abortion, prostitution, contraception, masturbation or about forms of sexual intercourse including homosexual practices or foreplay. AIDS/HIV issues will be discussed in an age-appropriate and sensitive manner as and when they are encountered.

If a child asks a question on any of these sensitive or controversial topics, teachers will explain that this is a matter not dealt with in school, that the child should consult his/her parent for an answer. The school will normally seek to inform parents when such a question is asked.

In some cases, a pupil may make a disclosure, or a question or request for advice may indicate the pupil to be at risk or in danger, in which case appropriate action will be taken in accordance with the school's written policy and procedure for Safeguarding. This also means that if a pupil puts a private question to a teacher or other member of staff and requests secrecy, no promise of secrecy or confidentiality will be given, but with the reassurance that any steps taken will always be in the pupil's best interest.

INVOLVING PARENTS AND CARERS

We are committed to working with parents and carers. We need to work in partnership with parents to ensure effective Relationships Education. School will build on the initial Relationships Education that has been provided by parents to ensure children can cope with the emotional and physical aspects of growing up. We will communicate with parents and carers by sharing proposed policy and curriculum changes at an appropriate parents evening and inviting feedback.

We will offer support by running parental workshops where requested subject to sufficient demand.

We will encourage discussion of topics at home by sharing topic content on our website and facebook page.

RIGHT TO BE EXCUSED FROM SEX EDUCATION

Parents cannot withdraw their child from any part of Relationship Education as this forms part of the basic curriculum and is a requirement of the government's statutory guidance.

Parents have the right to request that their child be withdrawn from some or all of the sex education delivered as part of Relationships and Sex Education. At this school, Sex Education beyond the statutory guidance is not taught, therefore the right to request children are withdrawn does not apply.

ROLES AND RESPONSIBILITIES

The governing board

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

The headteacher

The headteacher is responsible for ensuring that Relationships Education is taught in a carefully sequenced way within a planned programme, and for managing requests to withdraw pupils from sex education.

Staff

Staff are responsible for:

- Teaching in line with the Church of England foundation of the school.
- Delivering Relationships Education with sensitivity.
- Modelling positive attitudes to Relationships Education.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from sex education.

Staff do not have the right to opt out of teaching Relationships Education. Staff who have concerns about teaching Relationships Education are encouraged to discuss this with the headteacher.

All class teachers are responsible for teaching Relationships Education at this school.

Pupils

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

CURRICULUM IMPACT

As a result of our Relationships Education programme of learning, delivered in a caring supportive Christian ethos, pupils will:

- Know and understand the content prescribed in the statutory framework (Appendix 1)
- Understand their own sexuality, the need for self-care and why they should have respect and responsibility for the wellbeing of others
- Understand how to look after their bodies and how to make informed decisions about ways of living
- Prepare children for, and enable them to cope with changes to their bodies, instincts and feelings as they enter puberty, and to understand the changes to bodies, instincts and feelings of the opposite sex
- Be able to think for themselves
- Be socially confident.
- Be resilient and adaptable
- Be able to express their opinions and respect the opinions of others, including those with different beliefs.
- Be able to manage their online behaviour safely
- Be able to challenge behaviours and attitudes which exploit others
- Respect others and the law.
- Develop a clear set of morals with a code of conduct and values based on Christian principles
- Develop critical reflection and thinking skills
- Develop a positive and secure personal identity and sense of their own value
- Develop self-worth, well-being and empathy towards others, founded on Christ's example
- Recognise and understand their own emotions and the emotions of others
- Handle their own emotions and express them appropriately
- Be aware of their rights and the rights of others
- Increasingly be able to take responsibility for their actions

This will be developed through actively engaging in learning, having opportunity to consider and clarify their beliefs and values, and rehearsing and developing enquiry and interpersonal skills.

POLICY MONITORING AND REVIEW

MONITORING AND EVALUATION

The delivery of Relationships Education is monitored through planning and work scrutinies, lesson drop-ins, pupil feedback and staff discussion.

POLICY DEVELOPMENT AND REVIEW

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

1. Review – a member of staff gathered all relevant information including relevant national, diocesan and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to respond to a questionnaire about the policy
4. Pupil consultation – we investigated what exactly pupils want from their Relationships Education
5. Ratification – once amendments were made, the policy was shared with governors and ratified

The Relationships and Sex Education policy should be read alongside our PSHE policy. It informs and is informed by the schools safeguarding policy, single equalities policy, SEND and inclusion policies, anti-bullying and behaviour policies, online safety policy, DATE policy, emotional health and wellbeing policy, healthy eating policy, physical activity policy and confidentiality policy and should be read alongside these policies.

The Relationships and Sex Education policy is monitored by the Ethos and Welfare committee of the Governing Body to ensure that it continues to meet the needs of pupils, staff and parents, and that it is in line with current DfE advice and guidance.

It will next be reviewed in Spring 2022

J.Headley

December 2019

This policy will be reviewed every two years by the Governors' Ethos and Pupil Welfare Committee. It was last reviewed and agreed on 29th January 2020

Appendix 1: Relationships Education (Primary)

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. 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>

	<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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Physical health and mental wellbeing (primary)

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. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	<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. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
Physical health and fitness	<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.

	<ul style="list-style-type: none"> the risks associated with an inactive lifestyle (including obesity). how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<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).
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.
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.
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. concepts of basic first-aid, for example dealing with common injuries, including head injuries.
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.

Appendix 2- Two year cycle of Relationships Education topics covered in PSHE lessons in Key Stage 1 and 2

Y1/2A	How do we decide how to behave? To learn: <input type="checkbox"/> about group and class rules and why they are important <input type="checkbox"/> about different types of behaviour and how this can make others feel about listening to others and playing cooperatively <input type="checkbox"/> that bodies (and feelings) can be hurt	How do we keep safe online? To learn: <input type="checkbox"/> about rules for keeping safe (online)	How do we feel and show feelings? To learn: <input type="checkbox"/> to recognise what they are good at and set simple goals <input type="checkbox"/> about different kinds of feelings <input type="checkbox"/> simple strategies to manage feelings <input type="checkbox"/> about how it feels when there is change or loss <input type="checkbox"/> about recognising how other people are feeling <input type="checkbox"/> about sharing feelings their own feelings with others <input type="checkbox"/> that (bodies and) feelings can be hurt		Who helps us keep safe? (Personal) To learn: <input type="checkbox"/> that household products, including medicines, can be harmful if not used correctly <input type="checkbox"/> how to ask for help if they are worried about something	
Y2/3A		How do we keep safe online? To learn: <input type="checkbox"/> about rules for keeping safe (online)	How do we show and describe feelings? To learn: <input type="checkbox"/> to recognise what they are good at and set simple goals <input type="checkbox"/> about different kinds of feelings <input type="checkbox"/> simple strategies to manage feelings <input type="checkbox"/> about how it feels when there is change or loss <input type="checkbox"/> about recognising how other people are feeling <input type="checkbox"/> about sharing feelings their own feelings with others <input type="checkbox"/> that (bodies and) feelings can be hurt		What are our safety rules? (Personal) To learn: <input type="checkbox"/> that household products, including medicines, can be harmful if not used correctly <input type="checkbox"/> how to ask for help if they are worried about something	
Y2		How do we keep safe online? To learn: <input type="checkbox"/> about rules for keeping safe (online)	How do we show and describe feelings? To learn: <input type="checkbox"/> to recognise what they are good at and set simple goals <input type="checkbox"/> about different kinds of feelings <input type="checkbox"/> simple strategies to manage feelings <input type="checkbox"/> about how it feels when there is change or loss <input type="checkbox"/> about recognising how other people are feeling <input type="checkbox"/> about sharing feelings their own feelings with others <input type="checkbox"/> that (bodies and) feelings can be hurt		What are our safety rules? (Personal) To learn: <input type="checkbox"/> that household products, including medicines, can be harmful if not used correctly <input type="checkbox"/> how to ask for help if they are worried about something	
Y3		How do we keep safe online? To learn: <input type="checkbox"/> to recognise bullying <input type="checkbox"/> how to respond and ask for help	How do we show and describe feelings? To learn: <input type="checkbox"/> about a wider range of feelings, both good and not so good <input type="checkbox"/> that people can experience conflicting feelings at the same time <input type="checkbox"/> about describing their feelings to others <input type="checkbox"/> about the kinds of change that happen in life and the feelings associated with this <input type="checkbox"/> to recognise a wider range of feelings in others <input type="checkbox"/> about responding to how others are feeling		What are our safety rules? (Personal) To learn: <input type="checkbox"/> that simple hygiene routines can prevent the spread of bacteria and viruses <input type="checkbox"/> about keeping safe in the local environment <input type="checkbox"/> about people who help them stay healthy and safe <input type="checkbox"/> the importance of school rules for health and safety <input type="checkbox"/> how to get help in an emergency <input type="checkbox"/> the difference between acceptable and	

					unacceptable physical contact <input type="checkbox"/> how to respond to unacceptable physical contact <input type="checkbox"/> about the concept of keeping something confidential or secret <input type="checkbox"/> about when they should or should not agree to keeping a secret	
Y4/5A	How can we be a good friend?		How can we be safe online and using social media?	What is diversity?		
	R1,2,12; L8		H22,24, 25; L17,18; R21,14	R16; L11,12		
Y5/6A	What makes a happy relationship?		How can I manage risk online?			How do we grow and change? (body, relationships)
	To learn: <input type="checkbox"/> about different types of relationships (friends, families, couples, marriage, civil partnership) <input type="checkbox"/> about what constitutes a positive, healthy relationship <input type="checkbox"/> about the skills to maintain positive relationships <input type="checkbox"/> to recognise when a relationship is unhealthy <input type="checkbox"/> about committed loving relationships (including marriage and civil partnership) <input type="checkbox"/> that marriage, arranged marriage and civil partnership is between two people who <i>willingly</i> agree <input type="checkbox"/> that to force anyone into marriage (forced marriage) is illegal <input type="checkbox"/> about the importance speaking out about forced marriage		To learn: <input type="checkbox"/> about independence, increased responsibility and keeping safe <input type="checkbox"/> strategies for managing risk <input type="checkbox"/> about different influences on behaviour, including peer pressure and media influence <input type="checkbox"/> how to resist unhelpful pressure and ask for help <input type="checkbox"/> about strategies for managing personal safety – online <input type="checkbox"/> what to consider before sharing pictures of themselves and others online <input type="checkbox"/> about the consequences of their actions on themselves and others <input type="checkbox"/> about discrimination, teasing, bullying and aggressive behaviour and its effect on others <input type="checkbox"/> about the importance of keeping personal boundaries and the right to privacy <input type="checkbox"/> how anti-social behaviours can affect wellbeing			To learn: <input type="checkbox"/> about the changes that happen at puberty <input type="checkbox"/> about human reproduction in the context of the human lifecycle <input type="checkbox"/> how a baby is made and how it grows <input type="checkbox"/> about roles and responsibilities of parents and carers <input type="checkbox"/> that pregnancy can be prevented <input type="checkbox"/> about who is responsible for their health and wellbeing <input type="checkbox"/> where to get help advice and support healthy relationship <input type="checkbox"/> about the skills to maintain positive relationships

			<input type="checkbox"/> how to handle, challenge or respond to anti-social or aggressive behaviours <input type="checkbox"/> to be critical of what they see and read in the media <input type="checkbox"/> to critically consider information they choose to forward to others			
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Y1/2B	What makes us special?	What is bullying?				
	To learn: <input type="checkbox"/> about the importance for respect for the differences and similarities between people <input type="checkbox"/> about special people in their lives <input type="checkbox"/> that everybody is unique <input type="checkbox"/> about the ways we are the same as other people	To learn: <input type="checkbox"/> how to ask for help if they are worried about something <input type="checkbox"/> about different types of behaviour and how this can make others feel <input type="checkbox"/> about the importance of not keeping secrets that make them feel uncomfortable, anxious or afraid <input type="checkbox"/> about appropriate and inappropriate touch <input type="checkbox"/> that hurtful teasing and bullying is wrong <input type="checkbox"/> what to do if teasing and bullying is happening				
Y2/3B	What is the same and different about us?			What can we do about bullying?		
Y2	To learn: <input type="checkbox"/> to recognise what they are good at and set simple goals <input type="checkbox"/> about growing, changing and becoming more independent <input type="checkbox"/> about the importance for respect for the differences and similarities between people <input type="checkbox"/> the correct names for the main parts of the body of boys and girls <input type="checkbox"/> about groups and communities that they belong to			To learn: <input type="checkbox"/> how to ask for help if they are worried about something <input type="checkbox"/> about different types of behaviour and how this can make others feel <input type="checkbox"/> about the importance of not keeping secrets that make them feel uncomfortable, anxious or afraid <input type="checkbox"/> about appropriate and inappropriate touch <input type="checkbox"/> that hurtful teasing and bullying is wrong <input type="checkbox"/> what to do if teasing and bullying is happening		
Y3	L11,12			H23; R18		
Y4/5 B		What does cyberbullying mean?			What does discrimination mean?	What is diversity?
		To learn:			R13,16,18; L6	R16; L11,12

		<input type="checkbox"/> to recognise bullying <input type="checkbox"/> how to respond and ask for help				
Y5/6 B	How can I manage risk and resist pressure?	What makes a loving relationship?				What does discrimination mean?
	To learn: <input type="checkbox"/> about independence, increased responsibility and keeping safe <input type="checkbox"/> strategies for managing risk <input type="checkbox"/> about different influences on behaviour, including peer pressure and media influence <input type="checkbox"/> how to resist unhelpful pressure and ask for help <input type="checkbox"/> about strategies for managing personal safety - local environment <input type="checkbox"/> about who is responsible for their health and wellbeing <input type="checkbox"/> where to get help advice and support <input type="checkbox"/> about the consequences of their actions on themselves and others <input type="checkbox"/> to recognise and manage dares <input type="checkbox"/> how anti-social behaviours can affect wellbeing <input type="checkbox"/> how to handle, challenge or respond to anti-social or aggressive behaviours <input type="checkbox"/> to be critical of what they see and read in the media <input type="checkbox"/> to critically consider information they choose to forward to others	To learn: <input type="checkbox"/> about the changes that happen at puberty <input type="checkbox"/> about human reproduction in the context of the human lifecycle <input type="checkbox"/> how a baby is made and how it grows <input type="checkbox"/> about roles and responsibilities of parents and carers <input type="checkbox"/> that pregnancy can be prevented <input type="checkbox"/> about different types of relationships (friends, families, couples, marriage, civil partnership) <input type="checkbox"/> about what constitutes a positive, healthy relationship <input type="checkbox"/> about the skills to maintain positive relationships <input type="checkbox"/> to recognise when a relationship is unhealthy <input type="checkbox"/> about committed loving relationships (including marriage and civil partnership) <input type="checkbox"/> that marriage, arranged marriage and civil partnership is between two people who <i>willingly</i> agree <input type="checkbox"/> that to force anyone into marriage (forced marriage) is illegal <input type="checkbox"/> about the importance speaking out about forced marriage <input type="checkbox"/> negotiation and compromise strategies to resolve disputes and conflict <input type="checkbox"/> to give helpful feedback and support to others <input type="checkbox"/> about the factors that make people the same or different <input type="checkbox"/> to recognise and challenge 'stereotypes' <input type="checkbox"/> about the correct use of the terms sex, gender identity and sexual orientation				To learn: <input type="checkbox"/> about the factors that make people the same or different <input type="checkbox"/> to recognise and challenge 'stereotypes' <input type="checkbox"/> about the correct use of the terms sex, gender identity and sexual orientation <input type="checkbox"/> about discrimination, teasing, bullying and aggressive behaviour and its effect on others <input type="checkbox"/> how anti-social behaviours can affect wellbeing <input type="checkbox"/> how to handle, challenge or respond to anti-social or aggressive behaviours