

West Kidlington Primary RSE Policy

2023-2024



POLICY ORIGINATOR	Kate Cole	MONITORED & EVALUATED BY	KC/SLT
GROUP RESPONSIBLE		REVIEW PERIOD	Annually
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Context

In February 2019, the Department for Education (DfE) published guidance for schools on *Relationships Education, Relationships and Sex Education (SRE) and Health Education*.

This guidance replaces the *Sex and Relationship Education* guidance (2000). Schools were expected to teach according to this guidance from September 2020.

What is Relationships Education?

Relationships Education in primary school is teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them.

For more information on *Relationships Education* refer to the full [DfE guidance pp.19-22](#).

Is Relationships and Sex Education (RSE) mandatory?

No. Whilst Relationships Education and Health Education will be compulsory in all primary schools from September 2020, Sex Education is not mandatory in primary schools. The DfE states that it is for primary schools to determine whether they need to cover any additional content on Sex Education beyond the mandatory Science Curriculum to meet the needs of their pupils.

Relationships and Sex Education (RSE) at West Kidlington Primary School and Nursery

At West Kidlington Primary School and Nursery, we believe that all children, regardless of gender, religion or background, have the right to access age-appropriate RSE and, as such, uphold our right to teach Relationships and Sex Education (RSE) to meet the needs of our pupils. See below for our reasons. That said, we understand and respect that parents have the right to request that their child be withdrawn from some or all of Sex Education (see below for more information on *Right to Withdraw*). There is no right to withdraw from Relationships Education or Health Education.

Brook (www.brook.org.uk), the PSHE Association (www.pshe-association.org.uk) and the Sex Education Forum (www.sexeducationforum.org.uk) worked together to produce advice for schools which supplements the DfE's guidance.

This advice states:

Teaching RSE is vital – done well, it is enriching for teachers and pupils alike. It also helps schools fulfil their duties to protect, safeguard and promote the wellbeing of their pupils.

What is Relationships and Sex Education (RSE)?

RSE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).

A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

Why is RSE in schools important?

High quality RSE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life. It is essential for the following reasons:

- Children and young people have a right to good quality education and to protection from any kind of exploitation (being taken advantage of), as set out in the United Nations Convention on the Rights of the Child.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that sex and relationships education was ‘too little, too late and too biological’. Ofsted reinforced this in their 2013 *Not Yet Good Enough* report.
- RSE plays a vital part in meeting schools’ safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils’ wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive RSE programme can have a positive impact on pupils’ health and wellbeing and their ability to achieve and can play a crucial part in meeting these obligations.
- The Department of Health set out its ambition for all children and young people to receive high quality RSE in the *Sexual Health Improvement Framework* (2013), while the Department for Education’s paper *The Importance of Teaching* (2010) highlighted that ‘Children need high quality sex and relationships education so they can make wise and informed choices’.
- West Kidlington Primary School wishes to provide RSE that prepares our pupils to lead safe, fulfilling and enjoyable lives and is in accordance with DfE guidelines.

For more information on *Relationships and Sex Education* refer to the full [DfE guidance pp.23-24](#).

Content and delivery

The teaching of RSE:

At West Kidlington Primary School and Nursery, we have a PSHE curriculum which covers relationships, staying safe, keeping healthy and feelings/emotions (LifeWise Curriculum). This is a progressive scheme and builds on pupils learning year on year, ensuring that every aspect covered is age appropriate. In addition to this, aspects of RSE are included in work for other subjects such as Science and Guided Reading. The NSPCC Talk Pants programme will be introduced in term 6. Talk PANTS will be used to help children understand their body belongs to them, and they should tell a safe adult they trust if anything makes them feel worried or upset.

[Appropriate resources for 3-11 years old can be found on the NSPCC website and by clicking this link.](#)

Where year groups have been mixed together, children are split into their appropriate year groups to receive the correct, age appropriate RSE learning.

See *Appendix 1* – An overview of objectives that will be attained by the end of the Primary stage. *Appendix 2* shows the entirety of the PSHE curriculum, with RSE objectives and Science objectives highlighted.

Monitoring is undertaken by the PSHE Subject Leader, Mrs Cole and SLT.

RSE has three main elements:

Attitudes and values:

- learning the importance of values and individual conscience and moral considerations;
- learning the value of family life and stable and loving relationships for the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision-making.

Personal and social skills:

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made; managing conflict learning how to recognise and avoid exploitation and abuse.

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Knowledge and understanding:

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, emotions and relationships;

Confidentiality

The school's work in RSE will result in sensitive issues being discussed, either with groups of pupils or with individuals. We will:

- reassure pupils that their best interests will be maintained;
- encourage pupils to talk to their parents/carers and provide support in this if necessary;
- ensure that pupils are aware that teachers cannot offer unconditional confidentiality;
- inform pupils that if an external agency needs to be informed, they will be told first and supported appropriately;
- uphold Child Protection guidelines and procedures if there is any possibility of abuse;
- ensure that pupils are informed of sources of confidential help.

The use of outside visiting speakers and health professionals

Visitors are made fully aware of the school's RSE Policy. All visitors are subject to the school's Child Protection and Safeguarding Policy.

The right of parents/carers to withdraw their child from RSE

We will ensure, should they wish, that parents/carers have the opportunity to watch films/images shown to the children that they may be concerned about. Parents/carers have the right to withdraw their children from Sex Education except from those elements that are in the National Curriculum for Science. Requests should be made, in writing, to the Headteacher. This applies only to the teaching about sexual intercourse and conception.

Parents/carers are not obliged to give their reasons for wishing to withdraw their child but are encouraged to discuss the matter with a senior member of staff.

There is no right to withdraw from Relationships Education or Health Education.

Monitoring & Evaluation

In order to effectively evaluate this policy, the school's Governing Body will ask the following questions on an annual basis or in light of any developments and changes in school:

- Are our aims being met?
- How can we tell?
- Have there been any difficulties? Why have they arisen?
- What have been the successes? What made these possible?
- What do parents and pupils think about our policy?
- Are there any local or national initiatives in which the school should join?
- How can the policy be improved?

Review

This policy will be reviewed every year, or sooner if government guidance changes.

Links to other policies:

- [Child Protection and Safeguarding Policy](#)
- [Confidentiality Policy](#)
- [e-Safety and Online Safeguarding Policy](#)
- [Equality and Diversity Policy](#)
- [Inclusion Policy](#)
- [SEND Policy](#)
- [Transgender Policy](#)
- [Guide for Safer Working Practice](#)

Appendix I

By the end of Primary School, children will know:

- 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.

An overview of Year group objectives are below:

Year 1 uses a fairy story to discuss **TRUST** and talks about who pupils can trust in their family and in their own lives. It also gives guidance about what happens if this trust is broken. Pupils discuss how parents/carers can protect them by reinforcing rules around **ROAD SAFETY** and **WATER SAFETY**. They discover how to contact the **EMERGENCY SERVICES** if they or anyone in their family needs them and learn how parents/carers should look after them, knowing, however that **MY BODY BELONGS TO ME** they can ascertain who they can trust and who they can talk to as well as what to say if they feel they need extra support. Being able to talk to a trusted family member/adult/friend is a skill that is developed so pupils should know who these are and appreciate that **A PROBLEM SHARED IS A PROBLEM HALVED**.

Year 2 considers how pupils can be reassured by families/carers and be kept safe if they understand **FIRE SAFETY**. They find out how families can support them in difficult times, and they are helped to build resilience by refining **THE ART OF FAILURE. MY BODY IS GROWING** has an appreciation of how appropriate love and care is a characteristic of healthy lives.

Year 3 talks about the qualities of good relationships, unpicking the characteristics of a good relationship and recognising that there are different types that make up the happy, loving and caring families in our society. In **RELATIONSHIPS WITH OTHERS**, we see that sharing interests is important. They look at what a relationship is and understand that there are different types of relationships recognised in law, including marriage and civil partnerships. They can discuss having a duty of care towards their family and being active in **HELPING OTHERS TO GET HELP** where they learn who to ask and how to do so if they are feeling unsafe or unhappy. They understand how they can help others who may be having these feelings too. **MY BODY YOUR BODY** promotes how keeping a body safe is important for security and to feel comfortable in protecting their bodies and being able to express if they feel unsafe.

Year 4 uncovers the importance of showing, and being treated with, **RESPECT** in their families and society and why, in a family, it is important for everyone. It raises awareness of different relationships including same sex marriage or partnerships. They discuss becoming independent learners but know that there is a support network if needed in **PROBLEM**

SOLVING AND RESOURCEFULNESS. Discussions about how families are there to protect and be responsible for **KEEPING MY BODY SAFE** and the lessons teach pupils to know what to do if they need help with this. **FAMILY RELATIONSHIPS** highlights how families may look different but that the characteristics of solid relationships are love and care.

Year 5, in **KEEPING MY BODY THE SAME**, looks at who to talk to inside or outside of the family about concerns for personal safety. They think about who else cares for them and decide who to trust. They learn how families can support them to make responsible decisions about how their body should be cared for and protected. They know that parents/carers have a responsibility to keep them healthy and that too much **JUNK FOOD** is harmful, and they go on to appreciate how the NHS can support parents/carers with looking after their health. Discussions about what they may be **LEARNING** when spending time with the family as well as in other settings investigates how spending time with family is often beneficial and helps them understand that **YOU GET OUT OF LIFE WHAT YOU PUT IN.**

RESPECTING OTHERS- BOUNDARIES AND BELIEFS looks at differences in religion, gender, culture, relationships etc and that families all look different in their society. but that care, love and happiness in relationships are important for all families and children. They learn how we might respect others' beliefs but recognise when laws are being broken or when to seek help if they or someone else feels afraid or unsafe. Different types of partnerships and relationships are explored, and they look at arranged marriage, same sex and civil partnerships and marriage and how respect is essential to maintain happy relationships. Opportunities to discuss how to practise **RESILIENCE** in relationships and how to keep working at them leads to **COMMUNICATING EFFECTIVELY**, thinking about how communication is important to staying safe.

Year 6 look at loving and caring partner relationships in **MY AMAZING BODY** and appreciate how these are important for all families and children in society. Thinking about intimacy, it reminds pupils about talking to someone they trust if they feel uncomfortable or afraid about what they are being asked to do. They consider how family and friends might offer useful guidance in **HOW TO WRITE A CV**, preparing them for career searching and potential job aspirations.

Appendix 2- Table showing all PSHE objectives currently covered in each year group via LifeWise PSHE, RSE and Science.

Year group	Objectives / expectations
Reception NSPCC Talk Pants	<ul style="list-style-type: none"> ▪ To understand that all living things need certain things to be able to grow and to flourish; ▪ that it is healthy for your diet and good for your well-being to grow your own food. ▪ To identify and compare the parts of a plant that we eat ▪ To look at differences, similarities, pattern and texture ▪ To appreciate that other children have different likes and dislikes that may be influenced by our environment ▪ To begin the process of empathy for sustainability ▪ To respond to the feelings and wishes of others; ▪ To be aware some actions can harm or hurt others. ▪ To help children understand that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health ▪ To teach children the importance of washing hands from an early age through reading, discussion, play and role play. ▪ To teach children how to wash their hands thoroughly through demonstrations, sharing ideas and role play. ▪ To begin to consider the fact that in some places far away, children do not have what they need to wash their hands and stay healthy. ▪ To use talk to articulate as children investigate, ask questions, solve problems and make choices as they play, eat and interact with others around them. ▪ To understand reasons behind the feeling of fear and to help them feel more in control ▪ To introduce EYFS children to the idea of Human Rights, protection and respect ▪ to understand the importance of routines for promoting good quality sleep ▪ to recognise good quality sleep and to understand why it is so important for good health ▪ To understand the importance of fresh air and exercise to support well-being and good mental health ▪ To know who helps us in our home lives – to know who are our trusted adults. ▪ To know who helps us in our community – to know how to make an emergency call ▪ To know that animals have not always been treated nicely and that there are people who can help them to be kind to animals ▪ That animals can be trained to work for us and to do important jobs ▪ To understand that animals need lots of care and attention to grow healthy
I	<ul style="list-style-type: none"> ▪ to understand the outcomes of sharing a problem ▪ to find the best ways to help with problems ▪ to describe when they felt happy

NSPCC Talk
Pants

- to understand what makes them happy
- Pupils recognise the feeling of happiness and can describe how happiness makes them feel
- To learn why happiness is important
- To understand how we can feel happier
- what it means to be mindful
- why being mindful is good for us
- to know what self-assessment is
- to know why self-assessment is important
- to understand how the weather can affect us
- to understand that the weather can sometimes cause danger
- to know how to protect ourselves from the weather
- to understand why it's important to have good communication skills in life.
- how to communicate in tricky situations.
- name the 3 main emergency services.
- know how the 3 main emergency services can help us.
- know what an emergency is and what to do in an emergency.
- know what we would do if we needed help but it wasn't an emergency.
- to know what to do when we see someone who is injured.
- to know what to do when a person isn't breathing.
- to know how we might give First Aid or CPR (Cardiopulmonary Resuscitation).
- to understand which foods can be dangerous if we eat them.
- to know what to do if someone has eaten unsafe foods.
- to know what is the right amount of sleep.
- to know the impact that sleep has on us.
- how sleep helps our mind and body.
- to understand anger and difficult feelings.
- about controlling our anger.
- to recognise what anger looks like to us and others.
- about what triggers might make us feel angry.
- to identify, name, draw and label parts of the human body and say which part of the body is associated with each sense.
- about who to speak to if we are worried about our health.
- about who we can trust.
- about who to speak to if we are feeling unhappy or uncomfortable.
- about self-respect and being respectful to others.
- to identify, name and locate the nipples, anus, vulva, vagina, penis and testicles.
- the correct scientific names for parts of the body.
- that these named parts are part of our own body which belongs to us.
- To know that they have a right to say 'no' if they do not want their body to be touched.
- to know what respect is.

	<ul style="list-style-type: none"> ▪ to know why respect is important. ▪ how to respect others. ▪ how to be safe near roads. ▪ to find the safest places to cross the road and how to do this. ▪ to understand the most common road signs. ▪ to understand the importance of safety symbols. ▪ to explore the use of safety symbols in different situations ▪ to understand how you can communicate without using words. ▪ that there are different ways of sending messages. ▪ to understand the importance of trusting someone. ▪ to know who we can trust. ▪ to understand how important it is to be trusted. ▪ to understand anger and difficult feelings. ▪ about controlling our anger. ▪ to recognise what anger looks like to us and others. ▪ about what triggers might make us feel angry. ▪ to understand how you can be safe in water. ▪ to understand what to do if we get into difficulty in the water. ▪ I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. ▪ I am starting to understand the life cycles of animals and humans ▪ I can tell you some things about me that have changed and some things about me that have stayed the same ▪ I can tell you how my body has changed since I was a baby ▪ 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, vulva, anus ▪ I understand that every time I learn something new I change a bit ▪ I can tell you about changes that have happened in my life
<p>2</p> <p>NSPCC Talk Pants</p>	<ul style="list-style-type: none"> ▪ to understand the importance of staying safe online. ▪ that information and data is shared and used online. ▪ about social media and its benefits and disadvantages. ▪ to look at ways that can help us cope with the loss of a loved one. ▪ to understand the importance of remembering the 'loved ones we lose'. ▪ to think about survival on a desert island. ▪ how to find food and stay alive on a desert island. ▪ about what pollution is. ▪ about global warming. ▪ about recycling. ▪ to understand how plastic can cause problems for our planet. ▪ about what sadness is. ▪ about the difference between sadness and depression. ▪ to understand the positive sides to sadness. ▪ about the 'fight or flight' response.

- to recognise when we feel this response.
- to understand the need for 'fight' and 'flight'.
- to understand what makes us feel the 'fight or flight' response.
- about the 3 Ps when we talk about fire safety: Prevent, Plan and Practice.
- to know and remember what 'Plan and Practice' from the 3 Ps mean when we talk about fire safety.
- to understand how to survive in a forest.
- to understand that there are 7 important things.
- to know about when surviving in the wild.
- to describe what it feels like to be happy.
- to understand what makes us happy.
- about why happiness is important.
- about how we can be happier.
- about what to do when we're not okay.
- to understand why others might not be okay.
- about what to do if someone else is not okay.
- to understand what drugs and medicines are and how they can be used to help us.
- to understand how and when to use medicines and identify what they should not take.
- to understand how to keep themselves safe.
- to know who to talk to if they are concerned about their health or the health of the people they know.
- to understand that substances like alcohol and tobacco have an effect on the human body.
- to understand how to keep themselves safe.
- to understand the risks and consequences of using substances such as alcohol and tobacco.
- to understand that substances can be dangerous.
- to know who they can trust and to be able to say 'no' to peer pressure.
- Learn about the human life cycle
- about how humans grow and develop
- to explore the different ways that we can navigate or find our way to unfamiliar places
- how to use the night sky for navigation
- about what personal goal setting is
- about how personal goal setting helps us to achieve our dreams.
- how to set personal goals
- about what is important when we set personal goals
- how to set personal goals
- about what is important when we set personal goals
- about what we can do help to protect our planet
- about what relaxation is

	<ul style="list-style-type: none"> ▪ about how relaxation can help us ▪ to explore how relaxation and technology can work together ▪ about what failure is ▪ to understand the reasons why failure is important ▪ about how to use failure to help us ▪ about dangerous wildlife that may live in the UK ▪ how you can help endangered wildlife in your area. ▪ I know that animals, including humans, have offspring which grow into adults. ▪ I can recognise cycles of life in nature ▪ I can tell you about the natural process of growing from young to old and understand that this is not in my control ▪ I can recognize how my body has changed since I was a baby and where I am on the continuum from young to old ▪ I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private ▪ I understand there are different types of touch and can tell you which ones I like and don't like ▪ I can identify what I am looking forward to when I move to my next class.
<p>3 NSPCC Talk Pants</p>	<ul style="list-style-type: none"> ▪ about what anger is ▪ about how to control anger ▪ to recognise what anger looks like ▪ about when we might feel angry ▪ about what anxiety is and how to know when you are feeling anxious. ▪ about what we should do if we feel anxious ▪ To have opportunities to understand what individual liberty is – to think ▪ about the freedom to choose ▪ to appreciate and respect our own culture and the cultures of other people ▪ To equip young people with an understanding of the rule of law and the reasons why laws are needed ▪ To introduce the concept of rights and personal responsibility ▪ To explore rights and responsibilities in the classroom ▪ To equip young people with an understanding of the rule of law and the reasons why laws are needed ▪ To introduce the concept of rights and personal responsibility ▪ To explore rights and responsibilities in the classroom ▪ about what exercise is ▪ about what exercising involves ▪ about how exercise has an impact on us and our health ▪ to understand the meaning of growth mindset. ▪ about why growth mindset is important ▪ to understand why you should build a growth mindset ▪ how to tell that somebody needs our help

- that we can help someone find help for themselves
- how we can help somebody who doesn't think that they need help
 - about what mindfulness is
 - about why mindfulness is good for us
 - about self-assessment
 - about how self-assessment can help us
 - to understand the meaning of growth mindset
 - about why growth mindset is important
 - to understand why you should build a growth mindset.
 - about the skeleton and its functions
 - about what we can do to keep our bones healthy
 - about what happens to our body as we get older
 - about what problem-solving is
 - to understand what time management is
 - how to be a good problem solver
- about what a relationship is
 - to understand that there are different types of relationships
 - to know how relationships can help us
- about how you can have the best relationships with other people
 - about what screen time is
 - that too much screen time is bad for us
 - about how too much screen time can affect us
 - about how too much screen time can affect our relationships
 - about what is meant by self-image
 - about why self-image is so important
 - about why it is important to accept ourselves for who we are
 - to overcome low self-worth
 - about the difference between self-worth that is too low or too high
 - to understand the importance of staying safe online
 - what we need to do to stay safe online.
 - that information and data is shared and used online
 - the age restrictions of different social media platforms
 - about what stress is
 - about what causes stress
- about how adults can be affected by stress
 - to look at the ways that we can deal with stress
 - To learn about the benefits of sun exposure
 - To know how to keep safe from sun damage and sun/heat stroke
 - To understand the risks of overexposure to the sun
 - How to reduce the risk of eye damage and skin cancers caused by the sun
 - How to make informed decisions about health
 - How to recognise early signs of physical illness
 - That some diseases can be prevented by vaccinations and immunization

	<ul style="list-style-type: none"> ▪ Safety rules for medicines, including what medicines and vaccinations are and how they help to keep people healthy. ▪ About risks and effects of drugs ▪ to know who we can trust ▪ why it is important to trust someone ▪ how we gain trust of others ▪ the importance of being trusted ▪ I can understand how babies grow and develop inside the mother's uterus ▪ I can understand what a baby needs to live and grow ▪ I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private ▪ I understand there are different types of touch and can tell you which ones I like and don't like ▪ I can start to recognize stereotypical ideas I might have about parenting and family roles, and challenge myself to see a wide range of family types.
<p>4</p> <p>NSPCC Talk Pants</p>	<ul style="list-style-type: none"> ▪ about what a balanced diet is ▪ about how much of each nutrient we should be eating ▪ to understand the effects of food on our body ▪ to explore different understandings of individual liberty and how the liberties many people enjoy today have been fought for in the past ▪ To understand the similarities and differences between some of the largest religions in the world, and how values are often shared between different religions ▪ To equip pupils with an understanding of some of the different forms of government ▪ To see how these are enacted in some countries in the world. ▪ To provide an understanding of the difference between laws and rules and why rules are in place in school ▪ about the impact of bullying, including offline and online, and the consequences of hurtful behaviour ▪ strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others) ▪ how to report concerns and get support ▪ about what it means to be discriminating, how to recognise it as bullying and how to challenge it ▪ to understand how exercise supports the function of the human body ▪ to understand how a balanced diet supports the function of the human body ▪ to understand how exercise supports the function of the human body ▪ to understand how a balanced diet supports the function of the human body

- to know that others' families sometimes look different from their family but that they should respect those differences
- that families are important for children growing up because they can give love, security and stability
- to think about the characteristics of healthy family life and the importance of commitment to each other, even in times of difficulty
- about protection and caring for children and other family members, and the importance of spending time together and sharing each other's lives
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice
- about what to do when we're not feeling okay
- to understand why we sometimes don't feel okay
- to understand why others might not be okay
- that it is okay not to feel okay sometimes
- about what we can do when someone else is not feeling okay
- about what we can do to ensure we are keeping our body safe
- about the difference between 'good secrets' and 'bad secrets'
- about what we can and should do when someone makes us feel uncomfortable
- about the qualities of a good leader
- how to lead a team
- to learn that personal hygiene can have positive and negative effects on a healthy lifestyle
- that personal hygiene is showing self-respect and that developing routines is good self-care
- to understand what the law is and why we have it
- how to use resourcefulness to help us solve problems
- about what it means to relax
- about how relaxing can help us recharge.
- about what we can do to do relax
- about the balance needed between relaxing and screen time
- to understand what respect is
- to know why respect is important when working with others
- how to demonstrate respect for one another.
- about how too much screen time is bad for us.
- about how too much screen time can affect our daily life
- about how screen time can affect us mentally
- about how screen time can affect our relationships with others
- about how much sleep we should get
- about how sleep affects our lifestyle
- about how sleep supports our mindset and our body function.
- to understand the reasons why failure is important
- to understand how we can use failure to succeed

	<ul style="list-style-type: none"> ▪ how we can use failure to drive success ▪ about what physical activity is ▪ about what physical activity involves ▪ about the effects of physical activity ▪ to understand where food comes from and how foods are sourced ▪ about how food is produced ▪ about how and where we keep track of the food we eat. ▪ I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm ▪ I understand that boys' and girls' bodies need to change ▪ I can identify how boys' and girls' bodies change on the outside during the growing up process ▪ I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this ▪ I can identify changes that have been made and may continue to be made outside of my control that I learn to accept
<p>5 NSPCC Talk Pants</p>	<ul style="list-style-type: none"> ▪ about what it means to be responsible ▪ how we can use responsibility to inspire others ▪ to understand the importance of being responsible ▪ to understand how effective communication is important in sport and life ▪ to understand the various types of non-verbal communication ▪ to know how and why non-verbal communication is so important ▪ about what a loan is ▪ about what a mortgage is ▪ about what a credit card is ▪ about what a credit score is ▪ To understand what is meant by freedom of expression and to know when individual liberty should be exercised and how rights need to be balanced with responsibilities ▪ to explore immigration and its history in the UK ▪ to provide an opportunity to become involved with democratic processes within the school ▪ to consider how living under the rule of law can protect individuals and enhance their wellbeing and safety ▪ to understand the importance of communicating effectively ▪ about whether we can learn to communicate effectively or not ▪ to understand the importance of overcoming a difficult situation ▪ to understand that when things go wrong, our reaction can help ▪ about how junk food can affect our health ▪ about how junk food can affect our daily life ▪ to understand why junk food is bad for us

- to know what is in junk food to make it bad for our health
- to understand that our bodies belong to us
- to know that there are laws to protect us as children
- to know that we have rights and to know when the law is being broken
- to know who to talk to if they are worried about their health or body
- to know about the procedure called Female Genital Mutilation
- to know that FGM is illegal in the UK
- to know that there is someone to talk to about FGM and there are organisations that can provide help and support
- to understand that learning is for life
- that learning can continue in a variety of places after leaving school
- to plan a balanced daily diet and get the most from our food
- more about nutrients and why we need them
- to identify, locate and use the terminology for the basic parts of the human body.
- to know who to speak to if they are concerned about their health
- to know that their bodies will experience puberty and what this means for their bodies and minds
- to discuss the life process of reproduction in humans
- to know about menstrual well-being and the menstrual cycle
- to describe the changes which happen as humans age
- to identify, locate and use the terminology for the basic parts of the human body
- to know who to speak to if they are concerned about their health
- to understand the meaning of resilience
- to understand that it is important to never give up
- about what 'respect' means
- about how to respect other people's views and opinions
- about different beliefs and how to show respect
- that being responsible is important in life
- to understand that responsibility may inspire others
- to understand that responsibility has consequences in our lives
- to understand the meaning of resilience
- to understand that it is important to never give up
- to understand why saving money is important
- about how we can save money
- to understand why we save
- to understand what 'interest' is
- about how we can support our community
- to understand the importance of supporting the community
- to understand the importance of roles within a team
- to understand how to undertake a given role within a team
- to understand that working with others is vital in life

	<ul style="list-style-type: none"> ▪ to understand that working with others can help us achieve more than on our own ▪ about safety when using the 'Digital World' ▪ to understand the benefits of the 'Digital World' ▪ to understand how different body parts work both individually and as a team ▪ to understand how exercise supports the function of the human body ▪ to understand how a balanced diet supports the function of the human body ▪ to understand what the NHS is ▪ to understand the importance of the NHS ▪ that how we treat others affects how others treat us ▪ to understand morals and how helping others can in turn help us ▪ I understand that boys' and girls' bodies need to change ▪ I can identify how boys' and girls' bodies change on the outside during the growing up process ▪ I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally ▪ I can describe how boys bodies will change during puberty and understand the importance of looking after yourself physically and emotionally ▪ I can understand that having a baby has a big impact on a life, and the challenges and rewards that come with having a baby ▪ I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (with reference to age of consent) ▪ I can describe the changes as humans develop to old age. ▪ Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.
<p>6</p> <p>IMPs</p> <p>Junior Citizens</p> <p>NSPCC Talk</p> <p>Pants</p>	<ul style="list-style-type: none"> ▪ about how banks work and why we need them ▪ identify some national banks ▪ to understand why banks are important in our lives ▪ To provide young people with the opportunity to interrogate the advantages and disadvantages of the UK's voting system and skills and knowledge to argue and defend points of view ▪ About how laws have been changed in the past ▪ About how youth activism can challenge any imbalance in power ▪ To appreciate that Human Rights are often seen as controversial and that some people may want them scrapped ▪ To develop skills and knowledge to participate in open and respectful dialogue and debate about universal rights ▪ To understand that some people may befriend us in order to encourage us to adopt their beliefs ▪ To see that you may be persuaded to join groups whose views and actions are considered extreme

- to understand what drugs and substances are
- to understand how to keep themselves safe
- to know who to talk to if they are concerned about their health or the health of someone they know
- to know the 'positive' and negative effects that drugs have on our bodies and minds.
- to understand that substances like alcohol and tobacco have an effect on the human body
- to understand the risks and consequences of using substances such as alcohol and tobacco
- to know who they can trust and to be able to say 'no' to peer pressure
- about how to become an entrepreneur
- about what we might need to build our own business
- to understand the difficulties and benefits of business growth and entrepreneurship
- to understand what it feels like to be anxious
- to know what can make us anxious
- about what we should do when start to feel anxious
- about feeling anxious in different situations
- to understand the importance of writing a CV
- to understand what needs to be included in a CV
- to understand what the law is and why we have it
- how a law is made and the consequences of not following laws
- about the impact that learning can have on our work life
- to find out how exam results can help us to reach our career goals
- to understand why we sometimes feel angry
- about how we can control our anger
- to recognise when we feel angry
- about the triggers that can make us angry
- to understand relationships
- to know what consent is
- to understand intimate relationships
- to know what is needed in intimate relationships
- to understand why it is important to have an organised life
- to think about the ways in which we could organise our life
- to understand what a pension is
- to know why having a pension is important
- to understand how to pay into a pension and know how it works
- to understand how negotiation can work in your favour
- to explore different ways of negotiation.
- about tax, why we pay it and how it works.
- about National Insurance and what it is for.

	<ul style="list-style-type: none">▪ I can explain how girls' and boys' bodies change during puberty, and understand the importance of looking after yourself physically and emotionally▪ 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 grow up▪ I understand that sexual intercourse can lead to conception and that is how babies are usually made▪ I also understand that sometimes people need IVF to help them have a baby▪ I understand that people can identify as a range of different genders and sexualities
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Last updated by KC MAY 2023