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Relationships and Sex Education Policy

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Introduction

At Great Kimble we believe that the Relationships and Sex Education programme is an important way of helping children to make sense of growing up as well as some of the bigger questions in life. We believe that our Relationships and Sex Education programme promotes pupils' self-esteem, emotional development and resourcefulness and helps children to form and maintain satisfying relationships. This begins a lifelong process of relationships and feelings, acquiring information, developing skills and forming positive beliefs and attitudes about relationships, sex and sexuality. It should help young people to learn to respect themselves and others and to move with confidence from childhood, through adolescence and into adulthood. Relationships and Sex Education is learning about physical, moral, social and spiritual development and therefore helps pupils develop the skills and understanding they need to live confident, healthy and independent lives. It links into all of our school Christian values of Respect, Thankfulness, Endurance, Forgiveness, Love and Hope.

1.Aims

The aims of Relationships and Sex Education (RSE) at our school are to:

- Promote a culture of safeguarding whereby pupils understand what positive relationships look like and which parts of their body are private
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a primary academy school, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum. This includes requirements to teach elements of sex education contained within the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Great Kimble we teach RSE as set out in this policy.

3. Policy development

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

1. Review – a working group pulled together all relevant information including relevant national 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 attend a meeting about the policy
4. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of improving awareness, sharing information, and exploring issues and values. RSE is **not** about the promotion of sexual activity.

5. Curriculum

The Relationship Education, Relationship and Sex Education (RSE) and Health Education requirements came into place in September 2020. The Relationship and Health Education is statutory in all primary schools from September 2020. We have developed a scheme of work in line with the PSHE Association to cover the statutory elements of the curriculum. Our curriculum is set out as per Appendix 1. This will be reviewed annually by the PSHE lead and headteacher to ensure it meets the needs of the pupils.

We have developed the curriculum in consultation with parents and staff, considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, use their professional judgement as to whether to answer that question or not, and then communicate with parents regarding information they may or may not wish to discuss with their child in more detail at home.

6. Delivery of RSE

At Great Kimble School, we believe that effective Relationships and Sex Education should be:

- An integral part of the PSHE and Science curriculum and delivered as part of that curriculum
- Provided at an appropriate time and an appropriate level for the children. This should include ensuring materials are appropriate for pupils with Special Educational Needs / Disability.
- Taught together within class groups, although children may be separated as and when appropriate e.g. in Year 5 when discussing puberty or splitting a mixed class into individual year groups
- Covered with great sensitivity and providing opportunities for children to reflect, ask questions and to discuss their views on this vital aspect of life and learning
- Offering a positive and open view of Relationships and Sex Education and supporting sexual self-acceptance. Optional for Church schools: In line with the Valuing All God's Children document (CEEO, Autumn 2017) we believe that our Relationships and Sex Education should be empowering for all pupils, regardless of gender, gender identity, sexuality, ethnicity, faith, ability and disability. It must also promote gender as well as LGBT equality; challenge all discrimination as well as ensure that our children understand that there are a variety of relationships and family patterns in the modern world.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

- Online relationships
- Being safe

Sex Education focuses on teaching children about their bodies, private body parts and aspects of growing up as well as beginning to teach the process of reproduction in Upper Key Stage 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Across our trust, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

Sensitive Issues:

From time to time, sensitive issues will be raised by pupils. It is important that all individuals concerned with the delivery of RSE in school are in alignment regarding their response to these. Parents and carers should be reassured that the personal beliefs and attitudes of a teacher should not influence the teaching of RSE. The issues concerned may include contraception, abortion, safe sex, HIV and other sexually transmitted diseases, sexual identity or orientation, homophobic bullying and different families. It is important to acknowledge that pupils may hear these terms through different sources such as the media, and need to feel able to ask for further information. The response from the member of staff will be appropriate to the child's age, maturity and learning needs, and thought will be given to whether the response is appropriate in a class, small group or individual situation. The detailed lesson planning will clearly state the content that will be covered. Questions will always be treated with respect and with a caring response. Staff and other adults will always be sensitive to underlying problems which may be worrying a child. The main guidelines in this situation are:

- be sensitive;
- is the context appropriate?
- is the question relevant to the content of the lesson?
- is the group ready in terms of maturity?

In such instances, teachers may answer a question with the response "We are not learning about this in Year... You may ask your Mum/Dad /Carer when you get home." "You will learn more about this in Year....." (if known). If staff have a concern, then parents may be contacted.

Confidentiality:

Staff should be clear about the boundaries of their legal and professional roles and responsibilities. They should be familiar with the procedures set out DfE document: 'Keeping Children Safe in Education' as stated in regular Safeguarding Training. Teachers cannot offer or guarantee absolute confidentiality. In certain circumstances a child may wish to confide in a trusted member of staff. They should be made aware before any disclosure that information may have to be passed on to the Designated Safeguarding Lead Officer (DSLO –Deputy). If there is a concern about the child's safety, then teachers and the DSLO should follow the guidelines in the Safeguarding Policies adopted by the school.

6.1 Inclusivity

Our schools will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

They will also:

Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in: RSE Policy Model 2025

- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats

Give careful consideration to the level of differentiation needed.

6.2 Use of resources

Our academies will consider whether any resources they plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use

- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The Governing Board

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

8.2 The Headteacher

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

8.3 Staff

Staff are responsible for:

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

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher. All teachers will have the responsibility for teaching RSE. This will be completed following training from the headteacher, PSHE lead and Curriculum Lead.

8.4 Pupils

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

9. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships or health education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE. The RSE overview for each year group can be found in Appendix 2.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

10. Training

Staff will receive training on the teaching on RSE from the PSHE Lead, headteacher or health professionals, as appropriate. Staff may request additional CPD (such as courses, team teaching etc) should they require further support.

Planning of RSE sessions will also be mapped out thoroughly by the PSHE lead.

11. Monitoring arrangements

The delivery of RSE is monitored annually by the Headteacher, PSHE Co-ordinator and Governors through:

- Collecting pupil views
- Book monitoring
- Learning Walks

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. Outcomes will be shared with the PSHE Governor and the Curriculum Committee.

This policy will be reviewed by the trust central team every year and formally approved every three years by Trustees.

Appendix 1

RSE (Relationships and Sex Education) Curriculum Map

Along with the new Statutory Curriculum for PSHE (which includes Statutory Relationships and Health Education) The children will also take part in a set of 3 lessons (4 in Year 6) focussed in the Sex Education part of Relationships. Some of these objectives may be covered in other areas but these lessons must be taught in the correct order. Please see further guidance for breakdown of lessons. Parents may opt out of the non-statutory elements of the curriculum but this must be agreed in advance with the headteacher and confirmed in writing.

Year 1	Year 2	Year 3
<p>To understand some basic hygiene principles. To know how to keep clean and look after oneself. To introduce the concept of growing and changing. To understand that babies become children and then adults. To know the differences between boy and girl babies. To explore different types of families and who to ask for help. To know there are different types of families To know which people we can ask for help.</p>	<p>To introduce the concept of male and female and gender stereotypes. To identify differences between males and females. To understand that some people have fixed ideas about what boys and girls can do. To describe the difference between male and female babies. To explore some of the differences between males and females and to understand how this is part of the lifecycle. To describe some differences between male and female animals. To understand that making a new life needs a male and a female. To focus on sexual difference and name body parts. To describe the physical differences between males and females. To name the male and female body parts.</p>	<p>To explore the differences between males and females and to name the body parts. To know some differences and similarities between males and females. To name male and female body parts using agreed words. To consider touch and to know that a person has the right to say what they like and dislike. To identify different types of touch that people like and do not like. To understand personal space. To talk about ways of dealing with unwanted touch. To explore different types of families and who to go to for help and support. To understand that all families are different and have different family members Identify who to go to for help and support.</p>
Year 4	Year 5	Year 6
<p>To explore the human lifecycle To describe the main stages of the human lifecycle. To describe the body changes that happen when a child grows up. To identify some basic facts about puberty. To discuss male and female body parts using agreed words To know some of the changes which happen to the body during puberty. To explore how puberty is linked to reproduction To know about the physical and emotional changes that happen in puberty. To understand that children change into adults so that they are able to reproduce.</p>	<p>To explore the emotional and physical changes occurring in puberty. To explain the main physical and emotional changes that happen during puberty. To ask questions about puberty with confidence. To understand male and female puberty changes in more detail. To understand how puberty affects the reproductive organs. To describe how to manage physical and emotional changes. To explore the impact of puberty on the body & the importance of hygiene. To explore ways to get support during puberty. To explain how to keep clean during puberty. To explain how emotions, change during puberty. To know how to get support and help during puberty.</p>	<p>To consider puberty and reproduction. To describe how and why the body changes during puberty in preparation for reproduction. To talk about puberty and reproduction with confidence. To consider physical & emotional behaviour in relationships. To discuss different types of adult relationships with confidence. To know what form of touching is appropriate. To explore the process of conception and pregnancy. To describe the decisions that have to be made before having a baby. To know some basic facts about pregnancy and conception. To explore positive and negative ways of communicating in a relationship. To have considered when it is appropriate to share personal/private information in a relationship. To know how and where to get support if an online relationship goes wrong.</p>

Appendix 2

Statutory Guidance 2020 Primary KS1 & KS2

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

- From September 2020 the new guidance is now statutory in schools.
- This scheme of work has been created alongside the PSHE Associations Three Core Theme system.
- The Three Core Themes incorporate all the new objectives from the new guidance alongside further development of skills, ensuring core learning is embedded across the curriculum.
- Sex Education is to be taught in 3 sessions during the Spring Term Core Theme: Relationships.

Relationship Education (Primary) By the end of Primary School Pupils should know...	
Families and people who care for me	<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.
Caring friendships	<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	<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.

	<ul style="list-style-type: none"> • 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	<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	<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
Physical Health and Mental Wellbeing Education (Primary) By the end of Primary School Pupils should know...	
Mental wellbeing	<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	<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	<ul style="list-style-type: none"> • The characteristics and mental and physical benefits of an active lifestyle. • The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • The risks associated with an inactive lifestyle (including obesity). • How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<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	<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	<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	<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	<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.

PSHE Association Three Core Theme System

- The three core themes set out objectives that go above and beyond the National Curriculum Objectives to ensure a solid understanding and progression of skills.
- Each of the three core themes should be taught across the school in a consistent way.
- One core theme is to be covered each term.
- Room for cross over and revisiting is also key to ensure a solid understanding, this should be directed by teachers and the needs of their pupils.

Core Theme 1: Health and Wellbeing Autumn Term Focus	Core Theme 2: Relationships Spring Term Focus	Core Theme 3: Living in the Wider World Summer Term Focus
<p>This core theme focuses on:</p> <ul style="list-style-type: none"> • What is meant by a healthy lifestyle • How to maintain physical, mental and emotional health and wellbeing • How to manage risks to physical and emotional health and wellbeing • Ways of keeping physically and emotionally safe • About managing change, including puberty, transition and loss • How to make informed choices about health and wellbeing and to recognise sources of help with this • How to respond in an emergency • To identify different influences on health and wellbeing 	<p>This core theme focuses on:</p> <ul style="list-style-type: none"> • How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts • How to recognise and manage emotions within a range of relationships • How to recognise risky or negative relationships including all forms of bullying and abuse • How to respond to risky or negative relationships and ask for help • How to respect equality and diversity in relationships 	<p>This core theme focuses on:</p> <ul style="list-style-type: none"> • Respect for self and others and the importance of responsible behaviours and actions • Rights and responsibilities as members of families, other groups and ultimately as citizens • Different groups and communities • Respect for diversity and equality and how to be a productive member of a diverse community • The importance of respecting and protecting the environment • Where money comes from, keeping it safe and the importance of managing it effectively • The part that money plays in people's lives • A basic understanding of enterprise

PSHE Scheme of Work

- The Scheme of Work below uses the PSHE Association Objectives.
- Medium Term Plans map the National Curriculum Objectives alongside the PSHE Association Objectives.
- Each Core Theme is separated into small Topics and these are spread across the term.
- Many objectives are revisited between the Key Stages to enable children to have a solid understanding and revisit any tough questions and areas.
- Medium Term Plans highlight the differentiation between the Year Groups.
- Some objectives can be grouped and others may be represented in another curriculum area e.g. Body Parts in Science and Online Safety in Computing.
- Ensure teachers are fully aware of the RSE Policy regarding Relationships and Sex Education when planning.

Core Theme 1: Health and Wellbeing Autumn Term Focus		
<ul style="list-style-type: none"> Autumn Term 1: Healthy Life Styles & Growing and Changing Autumn Term 2: Keeping Safe 		
Year 1	Year 2	Year 3
<p>Healthy Lifestyles: To learn what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health (H1). To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences (H2). To learn about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings (H4). To learn the importance of and how to maintain personal hygiene (H6). To learn how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading (H7).</p> <p>Growing and Changing: To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals (H3). To understand about change and loss and the associated feelings (including moving home, losing toys, pets or friends) (H5). To learn about the process of growing from young to old and how people's needs change (H8).</p>	<p>Healthy Lifestyles: To understand what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health (H1). To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences (H2). To learn about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings (H4). To understand the importance of, and how to maintain, personal hygiene (H6). To learn how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading (H7).</p> <p>Growing and Changing: To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals (H3). To understand change and loss and the associated feelings (including moving home, losing toys, pets or friends) (H5). To learn about the process of growing from young to old and how people's needs change (H8). To learn about growing and changing and new opportunities and responsibilities that increasing independence may bring (H9). To learn the names for the main parts of the body (*RSE in Spring Term – Boys and Girls) (H10).</p>	<p>Healthy Lifestyles: To understand what positively and negatively affects their physical, mental and emotional health (H1). To understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' (H2). To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet (H3). To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves (H4). To understand that bacteria and viruses can affect health and that following simple routines can reduce their spread (H12). To learn what is meant by the term 'habit' and why habits can be hard to change (H16).</p> <p>Growing and Changing: For pupils to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals (H5). For pupils to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others (H6). For pupils to recognise that they may experience conflicting emotions and when they might need to listen to or overcome these (H7).</p>

<p>To learn about growing and changing and new opportunities and responsibilities that increasing independence may bring (H9).</p> <p>To know the names for the main parts of the body (* <i>RSE In Spring Term – Boys and Girls</i>) (H10).</p> <p>Keeping Safe:</p> <p>To learn that household products, including medicines, can be harmful if not used properly (H11).</p> <p>To learn rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety (H12).</p> <p>To recognise people who look after them, their family networks, who to go to if they are worried and how to attract their attention (H13).</p> <p>To understand about the ways that pupils can help the people who look after them to more easily protect them (H14).</p> <p>To recognise that they share responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets (H15).</p> <p>To learn what is meant by 'privacy'; their right to keep things private; the importance of respecting others' privacy (H16).</p>	<p>To understand that household products, including medicines, can be harmful if not used properly (H11).</p> <p>Keeping Safe:</p> <p>To understand the rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety (H12).</p> <p>To recognise people who look after them, their family networks, who to go to if they are worried and how to attract their attention (H13).</p> <p>To understand about the ways that pupils can help the people who look after them to more easily protect them (H14).</p> <p>To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets (H15).</p> <p>What is meant by 'privacy'; their right to keep things private; the importance of respecting others' privacy (H16).</p>	<p>To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement (H8).</p> <p>For pupils to understand how their body will, and their emotions may, change as they approach and move through puberty (*<i>RSE in Spring Term</i>) (H18)</p> <p>Keeping Safe:</p> <p>To differentiate between the terms, 'risk', 'danger', and 'hazard' (H9).</p> <p>To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and use this an opportunity to build resilience (H10).</p> <p>To recognise how their increasing independence brings increased responsibility to keep themselves and others safe (H11).</p> <p>How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media (H13).</p> <p>To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong (H14).</p> <p>To understand school rules about health and safety, basic emergency aid procedures, where and how to get help (H15).</p> <p>To learn which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others (H17).</p> <p>To develop strategies for keeping physically and emotionally safe including road safety (including cycle safety), and safety in the environment (including rail, water and fire safety) (H21).</p> <p>To develop strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others (H22).</p>
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		How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share, who to talk to if they feel uncomfortable or are concerned by such a request (H25). To recognise people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe (H23).
Year 4	Year 5	Year 6
<p>Healthy Lifestyles: To understand what positively and negatively affects their physical, mental and emotional health (H1). To understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' (H2). To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet (H3). To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves (H4). For pupils to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals (H5). To understand that bacteria and viruses can affect health and that following simple routines can reduce their spread (H12). To learn what is meant by the term 'habit' and why habits can be hard to change (H16). To learn which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others (H17). Growing and Changing: For pupils to deepen their understanding of good and not so good feelings, to extend their</p>	<p>Healthy Lifestyles: To understand what positively and negatively affects their physical, mental and emotional health (H1). To understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' (H2). To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet (H3). To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves (H4). To understand that bacteria and viruses can affect health and that following simple routines can reduce their spread (H12). To learn what is meant by the term 'habit' and why habits can be hard to change (H16). To learn which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others (H17). Growing and Changing: For pupils to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals (H5). For pupils to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others (H6).</p>	<p>Healthy Lifestyles: To understand what positively and negatively affects their physical, mental and emotional health (H1). To understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' (H2). To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet (H3). To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves (H4). To understand that bacteria and viruses can affect health and that following simple routines can reduce their spread (H12). To learn what is meant by the term 'habit' and why habits can be hard to change? (H16). To learn which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others (H17). Growing and Changing: For pupils to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals (H5). For pupils to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others (H6).</p>

<p>vocabulary to enable them to explain both the range and intensity of their feelings to others (H6).</p> <p>To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these (H7).</p> <p>To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement (H8).</p> <p>To understand how their body will, and their emotions may, change as they approach and move through puberty (<i>*RSE Spring Term</i>)(H18).</p> <p>Keeping Safe:</p> <p>To differentiate between the terms, 'risk', 'danger', and 'hazard' (H9)</p> <p>To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and use this an opportunity to build resilience (H10)</p> <p>To recognise how their increasing independence brings increased responsibility to keep themselves and others safe (H11).</p> <p>To understand how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media (H13).</p> <p>To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong (H14).</p> <p>To understand school rules about health and safety, basic emergency aid procedures, where and how to get help (H15).</p> <p>To develop strategies for keeping physically and emotionally safe including road safety (including cycle safety), and safety in the environment (including rail, water and fire safety) (H21).</p> <p>To develop strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the</p>	<p>For pupils to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these (H7).</p> <p>To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement (H8).</p> <p>For pupils to understand how their body will, and their emotions may, change as they approach and move through puberty (<i>*RSE Spring Term</i>) (H18).</p> <p>To learn about human reproduction (<i>*RSE Spring Term</i>) (H19).</p> <p>Keeping Safe:</p> <p>To differentiate between the terms, 'risk', 'danger' and 'hazard' (H9).</p> <p>To deepen pupils' understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience (H10).</p> <p>To recognise how their increasing independence brings increased responsibility to keep themselves and others safe (H11).</p> <p>To understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media (H13).</p> <p>To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong (H14).</p> <p>To understand school rules about health and safety, basic emergency aid procedures, where and how to get help (H15).</p> <p>To learn about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers (H20).</p>	<p>To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these (H7).</p> <p>To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement (H8).</p> <p>To understand how their body will, and their emotions may, change as they approach and move through puberty (<i>*RSE Spring Term</i>) (H18)</p> <p>To learn about human reproduction (<i>*RSE Spring Term</i>) (H19).</p> <p>Keeping Safe:</p> <p>To differentiate between the terms, 'risk', 'danger' and 'hazard' (H9).</p> <p>To deepen pupils' understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience (10).</p> <p>To recognise how their increasing independence brings increased responsibility to keep themselves and others safe (H11).</p> <p>To understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media (H13).</p> <p>To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong (H14).</p> <p>To understand school rules about health and safety, basic emergency aid procedures, where and how to get help (H15).</p> <p>To learn about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers (H20).</p>
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<p>distribution of images of themselves and others (H22). To learn how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share, who to talk to if they feel uncomfortable or are concerned by such a request (H25). To learn about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe (H23).</p>	<p>To develop strategies for keeping physically and emotionally safe including road safety (including cycle safety), and safety in the environment (including rail, water and fire safety) (H21). To develop strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others (H22). How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share, who to talk to if they feel uncomfortable or are concerned by such a request (H25). To learn about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe (H23). The responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.) (H24).</p>	<p>To develop strategies for keeping physically and emotionally safe including road safety and safety in the environment (including rail, water and fire safety) (H21). To develop strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others (H22). How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share, who to talk to if they feel uncomfortable or are concerned by such a request (H25). To learn about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe (H23). The responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night tec.) (H24).</p>
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Core Theme 2: Relationships Spring Term Focus		
<ul style="list-style-type: none"> • Spring Term 1: Healthy Relationships & Feelings and Emotions • Spring Term 2: Valuing Differences 		
Year 1	Year 2	Year 3
<p>Healthy Relationships: To learn the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid (R3). To learn to listen to other people and play and work co-operatively (including strategies to resolve simple arguments through negotiation) (R6) . To learn to offer constructive support and feedback to others (R7).</p>	<p>Healthy Relationships: To learn the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid (R3). To learn to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) (R6). To learn to offer constructive support and feedback to others (R7).</p>	<p>Healthy Relationships: To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships (R2). To recognise different types of relationship, including those between acquaintances, friends, relatives and families (R4). To learn that their actions affect themselves and others (R7). To judge what kind of physical contact is acceptable or unacceptable and how to respond (R8). To work collaboratively towards shared goals (11).</p>

<p>To identify their special people (family, friends, and carers), what makes them special and how special people should care for one another (R9). To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) (R10). To learn that there are different types of teasing and bullying, that these are wrong and unacceptable (R13). To develop strategies to resist teasing or bullying, if they experience or witness it, and whom to go to and how to get help (R14).</p> <p>Feelings and Emotions: For pupils to communicate their feelings to others, to recognise how others show feelings and how to respond (R1). For pupils to recognise that their behaviour can affect other people (R2). For pupils to recognise what is fair and unfair, kind and unkind, what is right and wrong (R4). To recognise when people are being unkind to either them or others, how to respond, who to tell and what to say (R12). To learn that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) (R11).</p> <p>Valuing Differences: For pupils to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class (R5). To identify and respect the differences and similarities between people (R8).</p>	<p>To be able to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (R10). To learn that there are different types of teasing and bullying, that these are wrong and unacceptable (R13). To develop strategies to resist teasing or bullying, if they experience or witness it, and whom to go to and how to get help (R14).</p> <p>Feelings and Emotions: For pupils to communicate their feelings to others, to recognise how others show feelings and how to respond (R1). For pupils to recognise that their behaviour can affect other people (R2). For pupils to recognise what is fair and unfair, kind and unkind, what is right and wrong (R4). To recognise when people are being unkind to either them or others, how to respond, who to tell and what to say (R12). For pupils to identify their special people (family, friends and carers), what makes them special and how special people should care for one another (R9). To learn that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) (R11).</p> <p>Valuing Differences: For pupils to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class (R5). To identify and respect the differences and similarities between people (R8).</p>	<p>To develop strategies to solve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves (R12). To understand personal boundaries; to identify what they are willing to share with their most special people; friends, classmates and others; and that we all have rights to privacy (R21).</p> <p>Feelings and Emotions: To be able to recognise and respond appropriately to a wider range of feelings in others (R1). To understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' (R9). To learn to recognise and manage 'dares' (R15).</p> <p>Valuing Differences: To be able to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge, their points of view (R10). To learn that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) (R13). To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help) (R14). How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) (R18). To recognise and challenge stereotypes (R16).</p>
Year 4	Year 5	Year 6
<p>Healthy Relationships: To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships (R2). To recognise different types of relationship,</p>	<p>Healthy Relationships: To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships (R2). To recognise</p>	<p>Healthy Relationships: To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships (R2). To recognise</p>

<p>including those between acquaintances, friends, relatives and families (R4). To recognise that their actions affect themselves and others (R7). To judge what kind of physical contact is acceptable or unacceptable and how to respond (R8). To work collaboratively towards shared goals (R11). To develop strategies to solve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves (R12). To understand personal boundaries; to identify what they are willing to share with their most special people; friends, classmates and others; and that we all have rights to privacy (R21). Feelings and Emotions: To be able to recognise and respond appropriately to a wider range of feelings in others (R1). To understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' (R9). To recognise and manage 'dares' (R15). Valuing Differences: To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge their points of view (R10). To recognise that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) (R13). To realise the nature and consequences of discrimination, teasing, bullying and aggressive</p>	<p>different types of relationship, including those between acquaintances, friends, relatives and families (R4). To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support (R3). To understand that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment (R5). To understand that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership (R19). To understand that marriage is a commitment freely entered into by both people that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves (R6). To understand that forcing anyone to marry is a crime, that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others (R20). To understand that their actions affect themselves and others (R7). To judge what kind of physical contact is acceptable or unacceptable and how to respond (R8). To work collaboratively towards shared goals (R11). To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves (R12). To understand personal boundaries; to identify what they are willing to share with their most special people; friends, classmates and others; and that we all have rights to privacy (R21). Feelings and Emotions: To recognise and respond appropriately to a wider range of feelings in others (R1). To develop the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.</p>	<p>different types of relationship, including those between acquaintances, friends, relatives and families (R4). To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support (R3). To understand that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment (R5). To understand that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership (R19). To understand that marriage is a commitment freely entered into by both people that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves (R6). To understand that forcing anyone to marry is a crime, that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others (R20). To understand that their actions affect themselves and others (R7). To judge what kind of physical contact is acceptable or unacceptable and how to respond (R8). To work collaboratively towards shared goals (R11). To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves (R12). To understand personal boundaries; to identify what they are willing to share with their most special people; friends, classmates and others; and that we all have rights to privacy (R21). Feelings and Emotions: To recognise and respond appropriately to a wider range of feelings in others (R1). To develop the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' (R9). To recognise and manage 'dares' (R15)</p>
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<p>behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help (R14). To know how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) (R18). To recognise and challenge stereotypes (R16).</p>	<p>To recognise and manage 'dares' (R15). Valuing Differences: To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view (R10). To recognise that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) (R13). To recognise and challenge stereotypes (R16). To understand the difference between, and the terms associated with sex, gender identity and sexual orientation (R17). To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help) (R14). To know how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) (R18).</p>	<p>Valuing Differences: To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view (R10). To recognise that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) (R13). To recognise and challenge stereotypes (R16). To understand the difference between, and the terms associated with sex, gender identity and sexual orientation (R17). To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help) (R14). To know how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) (R18).</p>
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<p align="center">Core Theme 3: Living in the Wider World Summer Term Focus</p>		
<ul style="list-style-type: none"> • Summer Term 1: Right and Responsibilities & Taking Care of Environment • Summer Term 2: Money 		
Year 1	Year 2	Year 3
<p>Rights and Responsibilities: To learn how they can contribute to the life of the classroom and school (L1). To help construct, and agree to follow, group and class rules and to understand how these rules help them (L2).</p>	<p>Rights and Responsibilities: To learn how they can contribute to the life of the classroom and school (L1). To help construct, and agree to follow, group and class rules and to understand how these rules help them (L2).</p>	<p>Rights and Responsibilities: For pupils to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people (L1).</p>

<p>To understand that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed) (L3).</p> <p>For pupils to learn that they belong to various groups and communities such as family and school (L4).</p> <p>To recognise ways in which they are all unique; understand that there has never been and will never be another 'them' (L8).</p> <p>To understand the ways in which we are the same as all other people; what we have in common with everyone else (L9).</p> <p>To learn about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency (L10).</p> <p>Taking Care of the Environment: To learn about what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy) (L5).</p> <p>Money: To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving (L6). To learn about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices (L7).</p>	<p>To understand that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed) (L3).</p> <p>For pupils to learn that they belong to various groups and communities such as family and school (L4).</p> <p>To recognise ways in which they are all unique; understand that there has never been and will never be another 'them' (L8).</p> <p>To understand the ways in which we are the same as all other people; what we have in common with everyone else (L9).</p> <p>To learn about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency (L10).</p> <p>Taking Care of The Environment: For pupils to learn what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy) (L5).</p> <p>Money: To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving (L6). To learn about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices (L7).</p>	<p>For pupils to learn why and how rules and laws that protect themselves and others are made and enforced; why different rules are needed in different situations and how to take part in making and changing rules (L2).</p> <p>To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child (L3).</p> <p>To learn that these universal rights are there to protect everyone and have primacy both over national law and family and community practices (L4).</p> <p>To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk (L6).</p> <p>To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices (L8).</p> <p>To learn what being part of a community means, and about the varied institutions that support communities locally and nationally (L9).</p> <p>To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing (L10).</p> <p>To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom (L11).</p> <p>To consider the lives of people living in other places, and people with different values and customs (L12).</p> <p>To explore and critique how the media present information (L17).</p> <p>To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can be misrepresented or mislead; the importance of being careful what you forward to others (L18).</p> <p>Taking Care of the Environment: To learn that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities (L7).</p>
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Year 4	Year 5	Year 6
<p>Rights and Responsibilities: For pupils to research, discuss and debate topical issues, problems and events concerning health and wellbeing, and offer their recommendations to appropriate people (L1). For pupils to learn why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules (L2). To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child (L3). To learn that these universal rights are there to protect everyone and have primacy both over national law and family and community practices (L4). To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk (L6). To learn that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the</p>	<p>Rights and Responsibilities: For pupils to research, discuss and debate topical issues, problems and events concerning health and wellbeing, and offer their recommendations to appropriate people (L1). For pupils to learn why and how rules and laws that protect themselves and others are made and reinforced, why different rules are needed in different situations and how to take part in making and changing rules (L2). To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child (L3). To learn that these universal rights are there to protect everyone and have primacy both over national law and family and community practices (L4). To know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM) (L5). To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk (L6). To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices (L8).</p>	<p>Rights and Responsibilities: For pupils to research, discuss and debate topical issues, problems and events concerning health and wellbeing, and offer their recommendations to appropriate people (L1). For pupils to learn why and how rules and laws that protect themselves and others are made and reinforced, why different rules are needed in different situations and how to take part in making and changing rules (L2). To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child (L3). To learn that these universal rights are there to protect everyone and have primacy both over national law and family and community practices (L4). To know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM) (L5). To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk (L6). To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices (L8).</p>

<p>environment; to continue to develop the skills to exercise these responsibilities (L7).</p> <p>To learn how to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices(L8).</p> <p>To learn what being part of a community means, and about the varied institutions that support communities locally and nationally (L9).</p> <p>To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing (L10).</p> <p>To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom (L11).</p> <p>To think about the lives of people living in other places, and people with different values and customs (L12).</p> <p>To explore and critique how the media present information (L17).</p> <p>To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can be misrepresented or mislead; the importance of being careful what you forward to others (L18).</p> <p>Taking Care of the Environment:</p> <p>To learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world (L15).</p> <p>Money:</p> <p>To learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer (L13).</p> <p>For pupils to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT) (L14).</p> <p>To learn what is meant by enterprise and begin to develop enterprise skills (L16).</p>	<p>To learn what being part of a community means, and about the varied institutions that support communities locally and nationally (L9).</p> <p>To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing (L10).</p> <p>To appreciate the range of national, regional, religious and ethnic identities in the UK (L11).</p> <p>To think about the lives of people living in other places, and people with different values and customs (L12).</p> <p>To explore and critique how the media present information (L17).</p> <p>To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can be misrepresented or mislead; the importance of being careful what you forward to others (L18).</p> <p>Taking Care of the Environment:</p> <p>To learn that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities (L7).</p> <p>To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world (L15).</p> <p>Money:</p> <p>To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world (L15).</p> <p>For pupils to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT) (L14).</p> <p>What is meant by enterprise and begin to develop enterprise skills (L16).</p>	<p>To learn what being part of a community means, and about the varied institutions that support communities locally and nationally (L9).</p> <p>To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing (L10).</p> <p>To appreciate the range of national, regional, religious and ethnic identities in the UK (L11).</p> <p>To think about the lives of people living in other places, and people with different values and customs (L12).</p> <p>To explore and critique how the media present information (L17).</p> <p>To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can be misrepresented or mislead; the importance of being careful what you forward to others (L18).</p> <p>Taking Care of the Environment:</p> <p>That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities (L7).</p> <p>To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world (L15).</p> <p>Money:</p> <p>For pupils to learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer (L13).</p> <p>For pupils to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT) (L14).</p> <p>What is meant by enterprise and begin to develop enterprise skills (L16).</p>
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Appendix 3

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	