

MARCH 1, 2021



PSHE (INCLUDING RELATIONSHIPS AND SEX EDUCATION) POLICY

OAKTHORPE PRIMARY SCHOOL

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Aims

The aims of relationships and sex education (RSE) at Oakthorpe Primary School are to:

-  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
-  Create a positive culture around issues of sexuality and relationships
-  Teach pupils the correct vocabulary to describe themselves and their bodies

Moral and Values Framework

The sex and relationships education programme reflects the school ethos and encourages the following values. At Oakthorpe we believe children should be taught sex education within a framework in line with our new school values.

-  A respect for self and others
-  Commitment and trust within relationships
-  Honesty with self and others
-  A development of critical self-awareness for themselves and for others
-  An exploration of the rights, duties and responsibilities involved in relationships
-  Compassion, forgiveness, mercy and care when people do not conform to their way of life

An acknowledgement and understanding of diversity regarding religion, culture, and sexual orientation. These are in line with Oakthorpe's 22 values which have been devised by the children, parents and staff at the school.

Statutory Requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Oakthorpe Primary School we teach RSE as set out in this policy.

Definition



Relationships Education at Oakthorpe Primary School teaches the characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults. We believe that children should learn about relationships as well as the emotional, social and physical aspects of growing up, human sexuality and sexual health in an age-appropriate way. This goes beyond learning about relationships, to include puberty, how a baby is conceived and born, body ownership, and safeguarding.

Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

-  Preparing boys and girls for the changes that adolescence brings
-  How a baby is conceived and born






For more information about our curriculum, see our curriculum map in Appendix 1.

Delivery of Relationships and Sex Education

RSE is taught within the personal, social, health and economic (PSHE) education curriculum.

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

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

For more information about our RSE curriculum, see Appendices 1 and 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).

Roles and Responsibilities

The governing board

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

The headteacher

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

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 non-statutory 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.

Pupils

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

Answering Pupil's Questions

Children's questions will be answered honestly by giving due regard to the children's age and stage of development. Teachers may decide the most appropriate action may be to suggest that the child asks his/her parents. There are guidelines for answering children's questions below.

Notes for Guidance – Answering Children's Questions

Questions should only be invited from the children in the context of work they have been involved in – i.e. watching a video, part of a topic. It is better to ask the children to generate questions as a group and ask them to be written down. The teacher is then able to group the questions under appropriate headings. Children should be encouraged not to use "slang" or "family" names and terms. The teacher should always use correct biological terminology. This may mean that a teacher has to interpret a question before reading it out and answering it.

Where a question is deemed inappropriate either because it is not connected to the subject matter being dealt with or because it goes beyond the scope of the school sex education policy/age/stage of development of the pupils, the teacher must either decide to

- 👤 Leave those questions to the end and invite children who have not had their questions answered to speak to the teacher on their own
- 👤 Explain that they are only answering questions on a particular topic. In either case the most appropriate action may be for the teacher to suggest that the child asks his/her parents.

Where a child asks a question about sex, out of the context of sex education lessons or a related topic the teacher should speak to the child individually to try to ascertain what has prompted the question e.g. "Why did you want to know that? The teacher can then respond in one of the ways suggested above.

Parents' right to withdraw

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

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

Parents wanting to exercise the right are invited to see the Headteacher who will explore the concerns of parents and the possibilities of adjusting the programme or approach and will discuss any impact that withdrawal may have on the child. There must be a written request for withdrawal from the parents. Once a child has been withdrawn they cannot take part in sex education until the request for withdrawal has been removed. This will be reviewed with the parents each year.

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

Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Monitoring arrangements

The delivery of PSHE is monitored by The Child Welfare Team through:

Planning scrutinies

Learning walks

Staff and pupil interviews

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

This policy will be reviewed by The PSHE Team annually. At every review, the policy will be approved by the Governing Body and the Headteacher.

Appendices

1. Vocabulary used in Relationships Education lessons
2. PSHE Curriculum
3. PSHE Progression Map

Relationship Education (RE) Vocabulary

During the year, each year group will deliver their Health Education curriculum, as part of the Science and Personal, Social and Health and Economic (PSHE) education programmes. This curriculum is supported by CWP Resources — an organisation which specialises in supporting teachers to plan and deliver high quality PSHE lessons, and has been working successfully with schools across London.

These lessons will include aspects of relationships and sex education (RSE) recommended in the Department of Education's Relationships Education Guidance document. They are carefully designed and appropriate for each age group addressing the needs of all children in the class.

Here is a list of the vocabulary that will be used in each year:

Reception

Dress, undress, clean, smelly, flannel, sponge, towel, hands, toothpaste, toothbrush, comb, family, mum, dad, brother, sister, grandma, grandad, step mum, stepdad, foster mum, foster dad, friendship, kindness, happy, sad, shy, feelings, lonely, sorry, angry.

Year 1

Clean, similar, different, feelings, family, friends, boy, girl, male, female, private parts, penis, vulva.

Year 2

Similar, different, gender roles, stereotypes, boy, girl, male, female, private parts, penis, vulva.

Year 3

Stereotyping, gender roles, similar, different, male, female, private parts, penis, testicles, vulva, vagina, uterus, family, fostering, adoption, relationship.

Year 4

Puberty, lifecycle, reproduction, physical, breasts, sperm, egg, pubic hair, emotional, feelings.

Year 5

Puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erections, sweat, breasts, spots, pubic hair, facial hair, underarm hair, sexual feelings.

Year 6

Womb, sperm, egg, conception, fertilisation, pregnancy, sexual intercourse, twins, fostering, adoption, relationships, friendship, love, consent, intimacy, communication, personal/private information, internet safety.

PSHE Curriculum Overview – EYFS, KS1 and KS2

	Relationships Education		Health Education			Living in the wider world
	Half Term 1	Half Term 2	Half term 3	Half term 4	Half Term 5	Half Term 6
EYFS	<u>Settling In:</u> Getting to know your new environment. Tour of school Induction Targets <u>All About Me</u> Self Portraits / Family portraits Heritage Book Introduced <u>Routines, Rules and Boundaries:</u> Daily Routine / Visual Timetable Classroom Chart Hygiene routines / Toilet Rules <u>Building Relationships with New Adults:</u> Asking for help		<u>Becoming Independent</u> Selecting chosen resources Having conversations Following routines Taking on new challenges <u>Being Positive & Happy</u> Talking about themselves and others in positive terms. Understand likes and dislikes – E.g. Circle times with favorite foods Having your own ideas. Understanding adults who keep you safe <u>Keeping Healthy</u> Foods we like and don't like. Healthy and Unhealthy foods			<u>People Who Help Us</u> Jobs and Occupations Road safety/getting lost When to call 999 (Staffordshire Resources Police) Wishes for the future 2 week planning topic <u>Transition</u> Changes in routine Changes in Classroom/teachers/expectations – transition books Transition Day

	<p>Mystery Reader</p> <p>Assemblies</p> <p><u>Praise and Rewards</u></p> <p>Be aware of their own abilities and welcome praise – special box</p> <p>Monster Points/Child of the Week</p> <p>See niurriculum.org.uk (There's No one Quite Like Me – Self Management)</p> <p><u>Making Friends</u></p> <p>Turn Taking</p> <p>Saying sorry</p> <p>Compliment game</p> <p>Anti bullying Week</p> <p>Emotions of themselves and others.</p>		<p>Hand Washing and Germ Control (See Lesson on Covid 19/ Germ Attack Lesson)</p> <p>Sleeping and Bedtime</p> <p>Dental Hygiene</p> <p>Importance of Exercise</p> <p><u>Being a Kind Friend</u></p> <p>Turn taking and accepting delays when needs can't be met straight away.</p> <p>Solving disagreements independently. E.g. "Stop I don't like that Lesson"</p> <p>Saying sorry.</p> <p>Christopher Winter Scheme of Work (3x lessons on friendship)</p> <p><u>Good Touch Bad Touch</u></p> <p>Pantosaurus</p> <p>Draw around the body and label good and bad places to touch.</p>			<p>Story Time with New Teachers</p>
	Relationships Education		Health Education			Living in the wider world
	Half Term 1	Half Term 2	Half term 3	Half term 4	Half Term 5	Half Term 6

Year 1	<p>Who am I?</p> <p>Identifying feelings including loneliness and isolation and jealousy.</p> <p>What makes a good friend?</p> <p>Caring friendships</p>	<p>Gifts and talents</p> <p>Anti-bullying week: What is bullying?</p> <p>Families and care</p> <p>Importance of families</p> <p>Privacy and secrets</p> <p>Difference between surprise and secret.</p>	<p>Different emotions and how to manage them</p> <p>What is mental wellbeing?</p> <p>Importance of mental wellbeing.</p> <p>Identifying ways to relax</p> <p>Identifying strategies to use if you feel worried</p>	<p>Hygiene and keeping clean</p> <p>Dental hygiene and washing</p> <p>Growing and changing</p>	<p>Staying healthy</p> <p>Medicines</p> <p>Who gives us medicines?</p> <p>Going to hospital</p> <p>Basic first aid</p> <p>Conscious casualty</p>	<p>Cooperation in a group</p> <p>Outdoor safety</p> <p>Environment - litter</p> <p>Economic Awareness Day</p>
Covered outside of PSHE lessons: Internet safety taught in Computing lessons, Respectful relationships, (assemblies) Respecting differences, (Heritage Week), Courtesy and manners - assemblies, Golden rules, class contract, Anti-bullying week. etc.						
Relationships Education			Health Education			Living in the wider world
	Half Term 1	Half Term 2	Half term 3	Half term 4	Half Term 5	Half Term 6
Year 2	<p>Self-awareness</p> <p>Managing feelings</p> <p>Why friendships are important</p> <p>How friendships make us feel</p> <p>Resolving arguments and working with others</p>	<p>Being cared for</p> <p>Loss and Bereavement</p> <p>Anti-bullying week: Effects of bullying</p> <p>Choices and Consequences</p>	<p>Differences: boys and girls</p> <p>Male and Female animals</p> <p>Naming body parts</p> <p>Body Image</p> <p>Exercise and Fitness</p>	<p>Hazardous substances</p> <p>Safety rules</p> <p>Emergency services</p> <p>Emergencies and calling for help</p> <p>Being a good neighbour</p>	<p>Importance of mental wellbeing</p> <p>Understand that feelings can change</p> <p>Describing how big feelings can affect behaviour</p> <p>Identifying words and phrases to help to manage big feelings</p>	<p>Community - world and local environment</p> <p>Gender and work</p> <p>Different environment</p> <p>Royal family</p> <p>Economic Awareness Day</p>

Covered outside of PSHE lessons: Personal safety - online - Computing lessons. Respectful relationships, (assemblies) Respecting differences, (Heritage Week), Courtesy and manners - assemblies, Golden rules, class contract, Anti-bullying week. Healthy eating Spring 2 Science Risks of poor diet and inactive lifestyle etc.

Relationships Education			Health Education			Living in the wider world
	Half Term 1	Half Term 2	Half term 3	Half term 4	Half Term 5	Half Term 6
Year 3	<p>Recognising feelings in others and understanding body language</p> <p>Responding to different viewpoints</p> <p>Resolving conflict</p> <p>Being assertive</p>	<p>Resisting pressure from others</p> <p>Taking responsibility for own behavior</p> <p>Anti-bullying week: The role of the witness</p> <p>Planning on reaching a goal</p>	<p>Importance of mental wellbeing</p> <p>Understand that exercise can affect mood.</p> <p>Understand how to include relaxation in a daily routine</p> <p>Understand how people may feel when moving to a new locations</p>	<p>Differences: Male and Female</p> <p>Personal Space</p> <p>Appropriate and inappropriate contact</p> <p>Different families</p> <p>Help and Support</p> <p>Respecting differences – stereotypes</p>	<p>Smoking</p> <p>Why people smoke</p> <p>Physical effects of smoking</p> <p>No smoking</p> <p>Being physically active</p> <p>Basic first aid</p> <p>Stay Safe</p> <p>Unconscious casualty</p>	<p>Organisations that help our community</p> <p>Rubbish and recycling</p> <p>Economic Awareness Day</p>

Covered outside of PSHE lessons: Personal safety - online - Computing lessons. Respectful relationships, (assemblies) Respecting differences, (Heritage Week), Courtesy and manners - assemblies, Golden rules, class contract, Anti-bullying week. Healthy eating Science Spring 2_What constitutes a healthy diet Principles of planning and preparing healthy meals Risks of poor diet and unhealthy eating Our community in the media

Relationships Education			Health Education			Living in the wider world
	Half Term 1	Half Term 2	Half term 3	Half term 4	Half Term 5	Half Term 6

Year 4	Emotional barriers to learning Coping with disappointment Developing resilience Celebrating each other's strengths	Different types of relationships Healthy Relationships When relationships go wrong Changes in relationships Losing someone we care about	Importance of mental wellbeing Importance of people expressing their feelings Coping with feelings in different situations. Help and support with feelings The importance of sleep	Growing and changing What is puberty? Puberty changes and reproduction Being active	Habits and Self control Effects of Alcohol Risk Limits of drinking alcohol Basic First Aid Bleeding	Housing needs and wants Home is.... Responsibilities at home Economic Awareness Day
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Covered outside of PSHE lessons: Personal safety - online - Computing lessons. Respectful relationships (assemblies) Respecting differences and celebrating different cultures (Heritage Week), Courtesy and manners - assemblies, Golden rules, class contract, Anti-bullying week. What are charities? Political structure in UK

Relationships Education			Health Education			Living in the wider world
	Half Term 1	Half Term 2	Half term 3	Half term 4	Half Term 5	Half Term 6
Year 5	Welcoming and belonging Team work Repairing relationships Giving Praise Understanding embarrassment	Forgiveness and friendships Raising concerns How to ask for help for themselves/others Anti-bullying week: Consequences of bullying Marriage and the law	Importance of mental wellbeing Mental ill health and early support How to respond safely and appropriately to adults How to voice concerns and get advice	Talking about puberty Male and females changes Puberty and hygiene Media and Body image Self Esteem	Legal and illegal drugs Attitudes to drugs Peer Assessment Judging risk Basic First aid Choking	Schools Abroad Campaigns and media influence Economic Awareness Day Foreign currency What influences spending? Saving money

Covered outside of PSHE lessons: Personal safety – reporting online dangers - Computing lessons. Respectful relationships, (assemblies) Respecting differences, (Heritage Week), Courtesy and manners - assemblies, Golden rules, class contract Courtesy and manners Importance of self-respect and linking to happiness Democracy, government and politics

Relationships Education			Health Education		Living in the wider world	Health Education
	Half Term 1	Half Term 2	Half term 3	Half term 4	Half Term 5	Half Term 6
Year 6	Celebrating achievements Making future plan Resilience and perseverance Accepting our part in a conflict Respecting different viewpoints	Assertiveness Respecting differences Communication in relationships Positive ways of communicating in relationships	Cannabis Volatile substances and getting help Help advice and support Vaccinations	Importance of mental wellbeing Feelings and anxieties linked to moving to secondary school Know how to get help with worries and anxieties Importance of sleep Basic First Aid - CPR	Safer journeys Peer pressure linked to radicalisation Gang pressure and knife crime	Puberty and reproduction Understanding relationships Conception and pregnancy Consent for kids Economic Awareness Day
Covered outside of PSHE lessons: Personal safety - online - Computing lessons. Respectful relationships, (assemblies) Respecting differences, (Heritage Week), Courtesy and manners - assemblies, Golden rules, class contract, Anti-bullying week. Helping others - at home, at school and in the community						

Diary Notes:

Black History Month: October (first half of autumn term)

Safer Internet Day: February (first half of spring term)

Refugee Week: June (second half of summer term)

Anti-Bullying Week: November (second half of autumn term)

International Women's Day: 8 March (second half of spring term)

My Money Week: June (second half of summer term)

	Relationships <i>Pupils should be taught:</i> 1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts 2. how to recognise and manage emotions within a range of relationships 3. how to recognise risky or negative relationships including all forms of bullying and abuse 4. how to respond to risky or negative relationships and ask for help 5. how to respect equality and diversity in relationships.		Health and well being <i>Pupils should be taught:</i> 1. what is meant by a healthy lifestyle 2. how to maintain physical, mental and emotional health and wellbeing 3. how to manage risks to physical and emotional health and wellbeing 4. ways of keeping physically and emotionally safe 5. about managing change, including puberty, transition and loss 6. how to make informed choices about health and wellbeing and to recognise sources of help with this 7. how to respond in an emergency 8. to identify different influences on health and wellbeing		Living in the wider world <i>Pupils should be taught:</i> 1. about respect for self and others and the importance of responsible behaviours and actions 2. about rights and responsibilities as members of families, other groups and ultimately as citizens 3. about different groups and communities 4. to respect equality and to be a productive member of a diverse community 5. about the importance of respecting and protecting the environment		Money Day <i>Pupils should be taught:</i> 1. about where money comes from, keeping it safe and the importance of managing it effectively 2. how money plays an important part in people's lives 3. a basic understanding of enterprise.
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2	
Reception	To be updated in line with the new EYFS Profile						
Year 1	<ul style="list-style-type: none"> Consider what makes a good friend Explain ways in which we are the same and different Understand that we can have different points of view and still be friends 	<ul style="list-style-type: none"> To explore different types of families Know there are different types of families Know which people we can ask for help 	<ul style="list-style-type: none"> Identifying ways to relax Identifying strategies to use if you feel worried 	<ul style="list-style-type: none"> Understand that babies become children and then adults Know the difference between boy babies and girl babies 	<ul style="list-style-type: none"> Know the rules about medicines Know what happens on a visit to hospital Know how to make an emergency call 	<ul style="list-style-type: none"> Recognise how their behaviour affects other people To name the green cross code and to know the key elements of keeping safe on the roads Begin to understand the importance of respecting and protecting the environment 	<ul style="list-style-type: none"> Name different coins and notes. Understand that we exchange coins and notes for goods. Be aware of the difference between a need and a want
Year 2	<ul style="list-style-type: none"> Know some ways to calm ourselves down 	<ul style="list-style-type: none"> Identify our special people and why they are important to us 	<ul style="list-style-type: none"> Describe the physical differences 	<ul style="list-style-type: none"> Know what is safe and unsafe Know that some things we put into 	<ul style="list-style-type: none"> Explain that feelings can change 	<ul style="list-style-type: none"> Describe the kinds of responsibilities they feel towards their community 	<ul style="list-style-type: none"> Know the different forms that money takes

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	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2	
	<ul style="list-style-type: none"> Know how to make up with a friend when we have fallen out Explain what a habit is and that it can take time to change one 	<ul style="list-style-type: none"> Understand how we might be affected by change and loss Know what bullying is and be able to give examples Know what to do if bullying happens at school 	<ul style="list-style-type: none"> between males and females Name the male and female body parts Understand that making a new life needs a male and a female 	<ul style="list-style-type: none"> our bodies can harm us Know the role of each emergency service and how they can help us 	<ul style="list-style-type: none"> Describe how big feelings can affect behaviour To identify words or phrases to help to manage big feelings 	<ul style="list-style-type: none"> Understand the meaning of responsibility and how they can contribute Talk about some of the assumptions made on the basis of gender 	<ul style="list-style-type: none"> Understand that people exchange money for goods and services Begin to understand that cost is an important factor in deciding what to buy
Year 3	<ul style="list-style-type: none"> Know how to respond appropriately whether we agree or disagree Begin to see things from other people's point of view 	<ul style="list-style-type: none"> Know basic techniques for resisting pressure to do something that they feel is wrong Know how to make amends 	<ul style="list-style-type: none"> Explain how exercise can benefit mood Identify how to include relaxation in a daily routine Understand how people may feel during big life 	<ul style="list-style-type: none"> Understand that each person's body belongs to them Talk about ways of dealing with unwanted touch Understand that all families are different and have different family members 	<ul style="list-style-type: none"> Know some of the effects of smoking on the body Be able to make the positive choice not to smoke Understand the benefits of an active lifestyle 	<ul style="list-style-type: none"> Understand that people have different needs Recognise the role of organisations that help in the community Know what improves and harms our local, 	<ul style="list-style-type: none"> Know how to spend money within a budget Know about different ways to gain money, including earning it through work.

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	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2	
	<ul style="list-style-type: none"> • Be able to contribute to resolving differences by looking at alternatives, making decisions and explaining choices 	for things we are ashamed of <ul style="list-style-type: none"> • Understand what we can do if we witness bullying 	changes like moving or bereavement			natural and built environments, and about some of the ways people look after them	
Year 4	<ul style="list-style-type: none"> • Know some ways to overcome personal barriers to learning • Know some ways of dealing with the feelings that can arise from change • Know how to set a goal to 	<ul style="list-style-type: none"> • Explore the different types of relationships at home, at school and in our community • Understand why we sometimes fight or run away when we feel threatened • Know why it is important to stop and think when 	<ul style="list-style-type: none"> • Explain why it is important for people to express their feelings • Identify ways of coping with big feelings • Recognise help and support about feelings comes from different sources 	<ul style="list-style-type: none"> • Describe the main stages of the human life cycle • Know some of the changes which happen to the body during puberty • Understand that children change into adults so that they are able to reproduce 	<ul style="list-style-type: none"> • Know what alcohol is and how it affects the body • Understand that everyone will be affected differently by alcohol • Know some laws about drinking alcohol 	<ul style="list-style-type: none"> • Explore what 'home' means to them • Explore the difference between needs and wants in housing • Understand the difference between rights and responsibilities 	<ul style="list-style-type: none"> • Understand the difference between income and costs and how they are recorded on a balance sheet • Have an understanding of the importance of record keeping and budgeting in relation to personal spending

	Relationships <i>Pupils should be taught:</i> 1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts 2. how to recognise and manage emotions within a range of relationships 3. how to recognise risky or negative relationships including all forms of bullying and abuse 4. how to respond to risky or negative relationships and ask for help 5. how to respect equality and diversity in relationships.		Health and well being <i>Pupils should be taught:</i> 1. what is meant by a healthy lifestyle 2. how to maintain physical, mental and emotional health and wellbeing 3. how to manage risks to physical and emotional health and wellbeing 4. ways of keeping physically and emotionally safe 5. about managing change, including puberty, transition and loss 6. how to make informed choices about health and wellbeing and to recognise sources of help with this 7. how to respond in an emergency 8. to identify different influences on health and wellbeing		Living in the wider world <i>Pupils should be taught:</i> 1. about respect for self and others and the importance of responsible behaviours and actions 2. about rights and responsibilities as members of families, other groups and ultimately as citizens 3. about different groups and communities 4. to respect equality and to be a productive member of a diverse community 5. about the importance of respecting and protecting the environment		Money Day <i>Pupils should be taught:</i> 1. about where money comes from, keeping it safe and the importance of managing it effectively 2. how money plays an important part in people's lives 3. a basic understanding of enterprise.
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2	
	achieve a personal best • Know how we can help each other to achieve our goals	we feel angry or stressed • Understand how most people feel when they lose someone they love or care about	• Explain the importance of sleep to maintain positive mental health			• Begin to make decisions between reasonable and unreasonable requests	• Understand what charitable giving means
Year 5	• Know that we are all valued as individuals • Appreciate that a good team requires members with different skills • Know how to make people	• Explore why people might want to keep information about themselves secret (confidential) • Understand what marriage is • Consider if you have to be	• Explain what 'mental health' is • Explain how we can take care of our mental health • To know how to get help if ourselves or	• Explain the main physical and emotional changes that happen during puberty • Explain how to stay clean during puberty • Know how to get help and support during puberty	• Have some understanding of the effects and risks of illegal drugs • Know a range of skills to resist peer pressure • Consider the relationship between risk and 'dare'	• Have the opportunity to get to know children in schools in other countries • Explore the way that the media can influence us	• Be able to convert foreign currencies into Sterling • Be able to make comparisons between prices to decide what is 'best value' • Understand that they may need to

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	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2	
	feel good about themselves <ul style="list-style-type: none"> • Know some things to do when someone is feeling embarrassed that will not make things worse 	married to be a family <ul style="list-style-type: none"> • Understand rights and relationships in forced marriages • Understand civil partnerships 	others are struggling with mental health	<ul style="list-style-type: none"> • Consider the role of the media and advertising in affecting our perception of body image 	<ul style="list-style-type: none"> • Understand that taking risks can have positive or negative consequences 	<ul style="list-style-type: none"> • Explore how the media presents information 	save up for something if there isn't enough money for everything they want or have to buy.
Year 6	<ul style="list-style-type: none"> • Be able to make a long-term plan and break it down into smaller, achievable goals • Be able to see a situation from another person's perspective • Understand the 	<ul style="list-style-type: none"> • Know the difference between positive, assertive and aggressive • Know that other's families, sometimes look different from their family, but that the differences 	<ul style="list-style-type: none"> • Know what effects cannabis can have on your health and life • Know the legal consequences of using cannabis • Understand that vaccines help prevent a range of infections, including the flu 	<ul style="list-style-type: none"> • Know strategies for reducing and managing stress • Know some relaxation technique • Describe the feelings and anxieties faced when moving to secondary school • Explain what actions to take if you feel worried. 	<ul style="list-style-type: none"> • Plan their journey to their new school • Know the best and safest route to school • To make safe choices while travelling independently. 	<ul style="list-style-type: none"> • Talk about puberty and reproduction with confidence • Describe the decisions that have to be made before having a baby • Know some basic facts about conception and pregnancy 	<ul style="list-style-type: none"> • Understand that their financial decisions could make a difference in improving the quality of life of others and protecting the environment • Explain the difference between credit, debt,

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	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2	
	importance of respecting each other's opinions	should be respected Consider when it is appropriate to share personal/private information in a relationship <ul style="list-style-type: none"> Know how and where to get support if an online relationship goes wrong 	<ul style="list-style-type: none"> Understand that there are not vaccines for all infection 			<ul style="list-style-type: none"> Learn the importance of consent in relationships 	borrowing and saving <ul style="list-style-type: none"> Know the difference between manageable and unmanageable debt