



# MPS

## Relationships Education Policy

**Montpelier Primary School**  
**Relationships Education Policy**

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## **Part A:**

### **10.1 Application**

This Policy applies to Montpelier Primary School and all governors and staff of the school must abide by this policy which has been adopted in accordance with and pursuant to the Curriculum Policy of the Greenshaw Learning Trust.

It is the responsibility of the local governing body and Headteacher of the school to ensure that their school and its staff adhere to this policy. In implementing this policy school staff must take account of any advice given to them by the GLT Chief Executive Officer and/or Board of Trustees.

This policy is subject to the GLT Curriculum Policy and the Scheme of Delegation approved for the school. If there is any ambiguity or conflict then the GLT Curriculum Policy and the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation of this, the GLT Chief Executive Officer should be consulted.

### **10.2 Approval and review**

Maintenance of this Policy is the responsibility of the RSE Lead.

This Policy was approved by the Governing Body: [GB meeting 4 \(March 2022\)](#).

This Policy is due for review by: [March 2025](#).

### **10.3 Terminology**

- The Trust means the Greenshaw Learning Trust (GLT).
- School means a school within the Greenshaw Learning Trust.
- Headteacher means the headteacher or principal of the school.
- CEO means the chief executive officer of the Greenshaw Learning Trust.
- Governors and Trustees includes governors, Trustees, non-governor members of Trust Committees and members of the Trust Panel.
- Governing body (GB) means the committee of the Board of Trustees to which Trustees have delegated appropriate powers and functions relating to the governance of the school.
- GLT Data Protection Officer means Judicium Consulting Ltd.
- School Data Protection Lead means the point of contact for data protection matters for staff, pupils and parents within the school
- In this policy references to the Greenshaw Learning Trust will be read as including the Greenshaw Learning Trust shared service and all schools in the Greenshaw Learning Trust.

### **10.4 Responsible Person/Responsibilities**

Gemma Suter – RSE lead

Sam Thomson Assistant Headteacher

### **10.5 Associated Policies and Procedures**

The following school policies and procedures are an integral part of this Relationship Education Policy:

- Montpelier Primary School Safeguarding Policy

## Part B

### 1. Statutory requirements

Montpelier Primary School is required to provide a curriculum that is broad and balanced in accordance with Section 78 of the Education Act 2002.

Montpelier Primary School must provide relationships education to all pupils as per section 34 of the [Children and Social Work Act 2017](#). In teaching relationships education the school is required to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the Education Act 1996, Published 25 June 2019.

### 2. Policy aims

By providing comprehensive relationships education Montpelier Primary School is not encouraging pupils to become sexually active at a young age.

The aim of this policy is to ensure that the right provision is in place so that pupils may have all the background knowledge they need to make informed decisions and responsible choices as they grow up.

Through the provision outlined in this policy we also aim to raise pupils' self-esteem and confidence, trying to develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media.

We seek to teach pupils to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them.

We want our pupils to lead a healthy and safe lifestyle, teach them to care for and respect their bodies and provide them with all the right tools that will enable them to seek information or support, should they need it, both during their school years and after.

### 3. Roles and responsibilities School staff

The school provides regular professional development training in how to deliver relationships education so that all school staff feel comfortable to take PSHE classes and answer questions from pupils. If a teacher does not feel confident leading such discussions then that is likely to be reflected by the pupils, and their learning will be compromised.

This includes sessions on confidentiality, setting ground rules, handling controversial issues, responding to awkward questions and an introduction to the rationale of why teaching relationships education is so important.

There are certain members of the school leadership team, such as the *Assistant Headteacher*, who will hold more responsibility for ensuring that the school's relationships education provision is relevant to our pupils and is effective, but this is generally a responsibility for all staff members and the school expects staff to voice opinions and share expertise in this area.

#### **RSE Lead/ Assistant Headteacher will:**

Develop this school policy and review it *every 3 years*. This policy is developed in consultation with school parents/carers, pupils and staff to ensure that it meets the needs of the whole school community.

Parents, pupils and staff are consulted on relationships education provision, and their involvement in developing/reviewing the policy is stated below:

- Review – the Spiritual, Moral Social and Cultural Team at Montpelier considered all relevant information including relevant national and local guidance

- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties were invited to share their views on the Relationship and Sex Education curriculum and Policy through a questionnaire
- Pupil consultation – we investigated what exactly pupils want from their RSE
- Ratification – once amendments were made, the policy was shared with governors and ratified

Ensure that all staff are given regular and ongoing training on issues relating to relationships education and how to deliver lessons on such issues.

Ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to relationships education.

Provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of [relationships education / relationships and sex education] to pupils. This may be because they do not feel that their training has been adequate or that aspects of the curriculum are in conflict with their religious beliefs.

Ensure that relationships education is age- relevant and appropriate across all year groups; this means ensuring that the curriculum develops as our pupils do and meets their needs.

Ensure that the knowledge and information regarding relationships education to which all pupils are entitled is provided in a comprehensive way.

Support parental involvement in the development of the relationships education curriculum.

Ensure that their personal beliefs and attitudes will not prevent them from providing a balanced relationships education in school.

Communicate freely with staff, parents/carers and the governing body to ensure that everyone is in understanding of the school policy and curriculum for relationships education, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as is appropriate. We want the provision of relationships education at home to be complementary to the provision the school provides, and this should be clearly communicated to parents/carers and additional support given where necessary or requested.

Ensure that SRE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of relationships education.

#### **All staff will:**

Ensure that they are up to date with school policy and curriculum requirements regarding relationships education. If a member of staff feels that any areas are not covered or inadequately provided for, they should report that to *the RSE Lead*.

Attend and engage in professional development training around relationships education provision.

Encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. Any potential safeguarding concerns must be referred to the DSL through the online reporting mechanism (CPOMS)

Provide regular feedback to their managers on their experience of teaching relationships education and student response.

Ensure that their personal beliefs and attitudes will not prevent them from providing balanced relationships education in school.

Tailor their lessons to suit all pupils in their class, across the whole range of abilities, including those pupils with special educational needs. If a member of staff needs support in this area they should speak to the *RSE Lead*.

## **Pupils**

Pupils are expected to attend relationships education classes that are in their school timetable and take them seriously. Although they are not assessed through examination, these classes are still a very important part of the curriculum and a tool to aid personal development and the school expects pupils to recognise this.

Pupils should support one another with issues that arise through relationships education. Listening in class, being considerate of other people's feelings and beliefs, and complying with confidentiality rules that are set in class are key to effective provision. Pupils who regularly fail to follow these standards of behaviour will be dealt with under the school behaviour policy.

Pupils should feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related to relationships education or otherwise.

Conversations of this nature between staff and pupils will be held in confidence; however staff must take concerns to the DSL using the online referral system (CPOMS) if there is a child protection concern or they feel ill-equipped to deal with the issue at hand.

Pupils will be asked for feedback on the school's relationships education provision *yearly*, by *The RSE Lead*. Opinions on provision and comments will be reviewed by senior managers and taken into consideration when the curriculum is prepared for the following year's pupils. In this way, the school seeks to provide pupils with the education they need on topics they want to learn about.

## **Parents/carers**

The school expects parents/carers to share the responsibility relationships education and support their children's personal, social and emotional development.

We encourage parents/carers to create an open home environment where their children can engage, discuss and continue to learn about matters that have been raised through the school's relationships education. Parents/carers are also encouraged to seek additional support in this from the school where they feel it is needed. For information on accessing school support, see section 5.

## **4. Implementation, delivery and curriculum**

It is important that the school's relationships education policy is implemented consistently and effectively throughout the school. Teachers are encouraged to provide classes that are specific to the needs of the pupils in that class, and responsive to their behaviour and development.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum see Appendix 2. Biological aspects of RSE are taught within the science curriculum see Appendix 3, and other aspects are included in religious education (RE).

Pupils also may receive stand-alone sex education sessions delivered by a trained health professional.

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

Through this aspect of our curriculum we aim to explore different attitudes, values and social labels, and develop skills that will enable our pupils to make informed decisions regarding relationships. It is important that pupils know the difference between fact, opinion and belief.

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).

### **Guest speakers**

Guest speakers may be invited into school to talk on issues related to relationships. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge pupil's perceptions. A teacher will be present throughout these lessons. Visitors will be given a copy of this policy and required to comply with the guidelines outlined within it.

### **Terminology**

Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use.

### **Dealing with difficult questions**

Staff training will include sessions on how to deal with difficult questions. There may still be times when staff are faced with a difficult question in class that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from the RSE Lead.

Ground rules in class are essential when discussing sensitive subject matter. Some strategies staff may use to support this might using an anonymous suggestion box or emphasizing that the classroom is a safe place

### **Pupils with special educational needs**

The school works hard to ensure that all aspects of the school curriculum are inclusive and support the needs of pupils of all ranges of abilities. Staff differentiate lessons to ensure that all members of the class can access the information fully, and this is no different when it comes to relationships education.

The school will use a variety of different strategies to ensure that all pupils have access to the same information. Some of these include:

- Interactive teaching methods e.g. contraceptive card game.
- Use of expert guest speakers.
- Practical activities.
- Using DVDs or video.
- Group and paired activities.

## **5. Withdrawal from relationships education**

The school aims to keep parents/carers informed about all aspects of relationships education curriculum and urges parents/carers to read this policy. Parents/carers can request access to resources and information being used in class, and the school will do everything it can to ensure that parents/carers are comfortable with the education provided to their children in school.



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

*If sex education is taught outside of the science curriculum only:*

Parents have the right to withdraw their children from the teaching of sex education other than that delivered through the science curriculum and Headteachers will automatically grant a request to withdraw a pupil.

## **6. Complaints**

Parents/carers who have complaints or concerns regarding the relationships education curriculum should contact the school and follow the school's complaints procedure.

## **7. Equal opportunities**

Relationships education lessons provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Prejudiced views will be challenged and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously, in the same way as bullying of any kind - the procedures regarding this are outlined in the school's behaviour policy.

## **8. Safeguarding and confidentiality**

The school seeks to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to a reference in accordance with the school's child protection and safeguarding procedure.

Personal information about pupils who have approached a teacher for discussion should only be shared where there is a concern through the online referral system with the DSL. If there is a child protection concern, the information must be handled as outlined in the school child protection and safeguarding procedure. Staff members that breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so will be dealt with under the school's staff discipline, conduct and grievance procedures.

If a member of staff is informed that a pupil is having, or is contemplating having sexual intercourse, this will be dealt with under child protection procedures and must be referred to the DSL immediately using the school referral system.

Pupils with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from *the Assistant Headteacher or SENCO* to decide what is in the best interest of the child.

## **9. Monitoring, review and evaluation**

The educational and personal needs of our pupils develop in line with varying societal pressures and economic change. Our aim is to provide relationships education that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason we review the relationships education curriculum *yearly*, and will inform parents/carers of any revisions to this policy or [relationships education / relationships and sex education] curriculum.

We will monitor the effectiveness of our relationships education provision through:

- Yearly feedback from pupils



- Yearly feedback from parents/carers
- feedback from staff
- classroom observations.

The school will review this policy *every 3 years*, evaluating its effectiveness by taking into account feedback from pupils, staff and parents/carers, as well as what has come to light through classroom observations and information we receive from national reports and curriculum reviews.

## **10. Support**

Pupils should feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to relationships education. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

## Appendix 1 – Relationships and Sex Education Curriculum Map

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

## Appendix 2: Montpelier Primary PSHE Curriculum

<b>Relationships</b>					
<b>Autumn</b>					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Healthy Relationships</b></p> <p><i>Can I discuss the importance of not keeping secrets that make me feel uncomfortable or afraid?</i></p> <p>To learn the difference between secrets and nice surprises.</p> <p><i>Can I listen to others and play cooperatively?</i></p> <p>To demonstrate what listening and playing nicely looks like.</p> <p><i>Can I discuss special people in my life?</i></p> <p>To identify their special people (family, friends, and carers) and what makes them special.</p> <p><i>Can I learn out about different types of touch?</i></p> <p>To identify different types of touch (cuddles, kisses, punches, pokes, strokes) and recognise they have a choice about being touched.</p> <p><b>Feelings and Emotions</b></p>	<p><b>Healthy Relationships</b></p> <p><i>Can I discuss the importance of not keeping secrets that make me feel uncomfortable or afraid?</i></p> <p>To learn the importance of not keeping secrets that makes them feel uncomfortable.</p> <p><i>Can I listen to others and play cooperatively?</i></p> <p>To describe what helps a group to work cooperatively and identify ways to stop arguments.</p> <p><i>Can I discuss special people in my life?</i></p> <p>To identify things our special people help us with and the different ways people care for each other.</p> <p><i>Can I learn about different types of touch?</i></p> <p>To recognise parts of body that are private and their right to say 'no' if they feel uncomfortable.</p>	<p><b>Healthy Relationships</b></p> <p><i>Can I understand when I should or should not agree to keep secrets?</i></p> <p>To identify what it means to keep something confidential or secret and recognise that no one should ask them to keep a secret that might be hurtful or unsafe.</p> <p><i>Can I understand what makes a positive and healthy relationship?</i></p> <p>To identify different relationships (friends/family) and describe how they care for each other. To identify what makes a good relationship.</p> <p><i>Can I understand how actions can affect ourselves and others?</i></p> <p>To identify positive and negative actions and how these actions can affect another person. To identify why it is important to 'think before we act.'</p> <p><i>Can I find out about the difference between acceptable and unacceptable contact?</i></p> <p>To judge what kind of physical contact is acceptable or unacceptable and how to respond.</p>	<p><b>Healthy Relationships</b></p> <p><i>Can I learn about when you should or should not keep a secret?</i></p> <p>To explain why no one should ask us to keep a secret and identify strategies for speaking up if a secret should not be kept.</p> <p><i>Can I learn about what makes a positive, healthy relationship, including friendships?</i></p> <p>To describe the qualities of a good friendship and how problems can be approached in a positive way.</p> <p><i>Can I learn how actions can affect ourselves and others?</i></p> <p>To identify and explain how some actions can hurt others and some actions can show respect for others.</p> <p><i>Can I learn about the difference between acceptable and unacceptable physical contact?</i></p> <p>To explain that it is wrong to make someone feel uncomfortable and that everyone has a right to have their 'body space'.</p>	<p><b>Healthy Relationships</b></p> <p><i>Can I learn about confidentiality and when it's appropriate to break a confidence?</i></p> <p>To identify when they should accept or refuse to keep a confidence (or secret).</p> <p><i>Can I learn about what constitutes a positive, healthy relationship and the skills to maintain positive relationships?</i></p> <p>To identify the essential constitutes of a positive, healthy relationship and describe the skills they need to ensure that relationships stay positive.</p> <p><i>Can I recognise when a relationship is unhealthy?</i></p> <p>To identify some signs that a relationship is not healthy and identify who they can go to, to ask for help.</p> <p><i>Can I learn about judging whether physical contact is acceptable or unacceptable?</i></p> <p>To identify situations where physical touch is acceptable and unacceptable.</p> <p><i>Can I learn negotiation and compromise strategies to resolve disputes and conflict?</i></p>	<p><b>Healthy Relationships</b></p> <p><i>Can I learn about confidentiality and when it's appropriate to break a confidence?</i></p> <p>To explain people's right to share a secret or break confidence and suggest ways to identify whether someone should or should not agree to break a confidence.</p> <p><i>Can I learn about what constitutes a positive, healthy relationship and the skills to maintain positive relationships?</i></p> <p>To explain the expectations and responsibilities of being on a loving relationship and explain how relationships can change.</p> <p><i>Can I recognise when a relationship is unhealthy?</i></p> <p>To identify strategies to use if they feel they are being put under pressure to do something that makes them feel uncomfortable and give examples of where they can access support.</p> <p><i>Can I learn about judging whether physical contact is acceptable or unacceptable?</i></p> <p>To demonstrate strategies to use if someone's behaviour makes them uncomfortable and identify sources of help.</p>

<p><i>Can I share my feelings with others and recognise how other people are feeling?</i></p> <p>To give examples of feelings and demonstrate how faces and bodies show feelings.</p> <p><i>Can I learn out about different types of behaviour and how this can make others feel?</i></p> <p>To identify different behaviours (fair/unfair, kind/unkind, right/wrong).</p> <p><i>Can I recognise that bodies and feelings can be hurt?</i></p> <p>To describe occasions when they have been hurt physically and when their feelings have been hurt.</p> <p><b>Value and Difference</b></p> <p><i>Can I discuss differences and similarities between people?</i></p> <p>To identify similarities and differences between themselves and others and celebrate differences.</p> <p><i>Can I understand that teasing and bullying is wrong?</i></p> <p>To identify what is teasing and bullying.</p>	<p><b>Feelings and Emotions</b></p> <p><i>Can I share my feelings with others and recognise how other people are feeling?</i></p> <p>To discuss a range of feelings and identify ways to respond sensitively to how others are feeling.</p> <p><i>Can I find out about different types of behaviour and how this can make others feel?</i></p> <p>To recognise the impact of different behaviours on others.</p> <p><i>Can I recognise that bodies and feelings can be hurt?</i></p> <p>To discuss whether feelings hurt as much as being physically hurt.</p> <p><b>Value and Difference</b></p> <p><i>Can I discuss differences and similarities between people?</i></p> <p>To describe and demonstrate ways of showing respect to people who are different to them.</p> <p><i>Can I understand that teasing and bullying is wrong?</i></p> <p>To develop strategies to resist teasing or bullying, if they experience or witness it.</p>	<p><i>Can I solve disputes and conflict amongst myself and my peers?</i></p> <p>To demonstrate strategies for resolving arguments with peers.</p> <p><i>Can I learn about the importance of keeping personal boundaries and the right to privacy?</i></p> <p>To identify and respect things that people might want to keep private.</p> <p><b>Feelings and Emotions</b></p> <p><i>Can I recognise feelings in other people and respond to how others are feeling?</i></p> <p>To discuss a wider range of feelings and how these feelings can make people behave. To suggest how to respond to others to help them with their feelings.</p> <p><i>Can I recognise and manage dares?</i></p> <p>To suggest 'dares' that are okay and explain when they are not okay.</p> <p><b>Value and Difference</b></p> <p><i>Can I learn about differences and similarities between people, but understand everyone is equal?</i></p> <p>To demonstrate how we value people and that everyone is equal.</p> <p><i>Can I learn to recognise bullying and how to ask for help?</i></p>	<p><i>Can I learn to solve disputes and conflict amongst myself and others?</i></p> <p>To demonstrate negotiation and give examples of strategies that have worked well/not so well in class/the playground.</p> <p><i>Can I learn about the importance of keeping personal boundaries and the right to privacy?</i></p> <p>To explain why it is important to respect privacy (including online) and recognise what happens when a privacy may need to be broken.</p> <p><i>Can I learn about working collaboratively towards shared goals?</i></p> <p>To demonstrate negotiating a shared goal and identify ways of managing conflicts that might arise.</p> <p><b>Feelings and Emotions</b></p> <p><i>Can I learn to recognise a wider range of feelings in others and respond to how others are feeling?</i></p> <p>To describe how feelings can affect thoughts and behaviour and demonstrate different responses to a range of feelings.</p> <p><i>Can I recognise and manage dares?</i></p> <p>To explain why no one should ever feel the need to agree to a dare and identify people they can talk to if they are worried.</p> <p><b>Value and Difference</b></p>	<p>To demonstrate strategies used to resolve disputes and explain how negotiation benefits others as well as themselves.</p> <p><i>Can I learn about the importance of keeping personal boundaries and the right to privacy?</i></p> <p>To describe how the need for privacy changes as they get older (PANTS rule).</p> <p><i>Can I learn about committed loving relationships (including marriage and civil partnership)?</i></p> <p>To identify what makes a committed relationships and recognise what marriage/civil partnership means.</p> <p><i>Can I learn about the importance of speaking out about forced marriages?</i></p> <p>To recognise that forced marriages are illegal and explain the importance of reporting forced marriages.</p> <p><i>Can I learn about the consequences of my actions on myself and others?</i></p> <p>To identify the consequences of positive and negative behaviour on themselves and others.</p> <p><i>Can I learn about the skills needed in an emergency?</i></p> <p>To demonstrate some basic emergency aid procedures.</p> <p><b>Feelings and Emotions</b></p>	<p><i>Can I learn negotiation and compromise strategies to resolve disputes and conflict?</i></p> <p>To demonstrate language used to give constructive feedback and evaluate different ways to resolve disputes.</p> <p><i>Can I learn about the importance of keeping personal boundaries and the right to privacy?</i></p> <p>To recap PANTS rule and identify what to do if privacy is shared more widely (such as a phone number/ password or photograph).</p> <p><i>Can I learn about working collaboratively towards shared goals?</i></p> <p>To demonstrate strategies that can be used to ensure collaboration is positive and inclusive, and recognise the positive effects of collaboration.</p> <p><i>Can I learn about committed loving relationships (including marriage and civil partnership)?</i></p> <p>To explain why a couple might choose to marry or have a civil partnership and explain that two people can also be in a committed relationship.</p> <p><i>Can I learn about the importance of speaking out about forced marriages?</i></p> <p>To know that specialist agencies exist to help protect people who feel forced to marry and explain what might stop someone asking for</p> <p><i>Can I learn about the consequences of my actions on myself and others?</i></p> <p>To give examples of the wider impact of both positive and negative behaviour on others.</p>
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<b>Living in the Wider World</b>					
Spring					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Rights and Responsibilities</b>  <i>Can I understand why the school and class rules are important?</i>  To learn about school and class rules and why they are important  <i>Can I understand that we are the same as other people?</i>  To understand what is special about them and how that may be different to others  <i>Can I respect the needs of ourselves and others?</i>  To understand that we about respecting the need of ourselves and others including animals /pets.  <i>Can I understand the different groups we belong to in school?</i>	<b>Rights and Responsibilities</b>  <i>Can I understand about group and class rules and why they are important?</i>  To construct class rules and what understand what happens if they are not followed and how that affects others  <i>Can I understand what unique means and how we are unique?</i>  To understand what it means to be unique and that everyone is unique in their own way  <i>Can I know about the people who work in our community and who can help me in an emergency?</i>  To identify people who work in their community	<b>Rights and Responsibilities</b>  <i>Can I understand about the ways in which rules and laws keep people safe?</i>  To give reasons why we need different rules for different situations. Identify what might happen if rules and laws are broken  <i>Can I resolve differences – agreeing and disagreeing?</i>  To be able to identify where they might think differently from their friends and respect different points of view  <i>Can I identify my responsibilities, right and duties at home, in school and around the environment?</i>  <i>To describe the rights and responsibilities they have at home , at school and in the community</i>  <i>Can I appreciate differences and diversity in our community? Can I understand about</i>	<b>Rights and Responsibilities</b>  <i>Can I understand what anti- social behaviour and how it can affect people?</i>  <i>Can I resolve differences – agreeing and disagreeing?</i>  How does it feel to agree/ disagree  What does compromise mean?  Develop skills to practice resolving differences.  <i>Can I understand that everyone has human rights and that children have their own set or rights?</i>  To understand that the rights of the child are protected and identify some of the right of the child  <i>Can I discuss and debate issues concerning well- being and health?</i>	<b>Rights and Responsibilities</b>  <i>Can I understand how to handle, challenge or respond to anti –social behaviour</i>  Explain how they can respond the or challenge anti – social behaviour and identify what someone can do if they are at risk of getting involved in anti-social behaviour themselves  <i>Can I understand how rules are made and enforced?</i> To understand what a democracy is and how people make steps to make and change rules  <i>Can I resolve differences – agreeing and disagreeing?</i>  How does it feel to agree/ disagree? Suggest conflict suggestions and how to help and see other people's point of view  <i>Can I understand that everyone has human rights and about the UN declaration 'Rights of the Child'</i>	<b>Rights and Responsibilities</b>  <i>Can I understand how to handle, challenge or respond to anti –social behaviour or aggressive behaviour</i>  To describe the consequences of national-social and aggressive behaviours on others. To justify why bullying, hurtful behaviours, including when prejudice based language is always wrong. Give examples of strategies that can defuse aggressive behaviour  <i>Can I know why and how rules of law are made and how to take part in changing them?</i>  To identify how the democratic process works (political parties, voting, Parliament) and what people can do to influence or change these rules.  <i>Can I resolve differences, respecting different points of view and making their own decision</i>  To explain ways of seeing other's points of views e.g. ( hot seating, stepping into someone else's shoes and identify how this can help



<p>To Identifying the groups we belong to in school and what roles we take within them.</p> <p><b>Taking Care of the Environment</b></p> <p><i>Can I look after the local environment?</i></p> <p>What is the local environment?</p> <p>Identify what can harm the environment and how we can look after it.</p> <p><b>Money</b></p> <p><i>Can I know where money comes from and what it is used for and how we keep it safe?</i></p> <p>To recognise where money comes from and what it is used for – how do they get money? Why do people save money and keep it safe?</p>	<p>To know how to get help, including in an emergency</p> <p><i>Can I understand the different groups we belong to in the community</i></p> <p>Identifying the groups we belong to in the wider community and how it feels to belong to them.</p> <p><b>Taking Care of the Environment</b></p> <p><i>Can I look after the local environment?</i></p> <p>To describe the what makes an environment pleasant and how environment can be improved</p> <p><b>Money</b></p> <p><i>Can I know where money comes from and what it is used for and how we keep it safe?</i></p> <p>To describe different types of money and different ways we pay for things</p> <p>To give examples of some of the choices they might have to spend or save money and what helps them decide.</p>	<p><i>the values and customs of people around the world?</i></p> <p>To understand the people living in the UK come from different origins and to recognise that people have mover to UK from all other the world at different times and for different reasons</p> <p><b>Taking Care of the Environment</b></p> <p><i>Can I understand how we can sustain the environment across the world?</i></p> <p>To identify what are the earth's resources and how the lack of care might affect people and the environment</p> <p><b>Money</b></p> <p><i>Can I understand what it means to be enterprising?</i></p> <p><b>To recognise that being enterprising is about having an idea, developing it and gaining something from doing it</b></p>	<p>To identify issues concerning well- being such as healthy eating, sleeping being active</p> <p><i>Can I understand about being part of a community and who works with the local community?</i></p> <p><i>To describe the skills and attributes that help to support our school and local community. To be able to explain why people may volunteer to help their community and the differences that makes</i></p> <p><i>Can I understand about the values and customs of people around the worlds?</i></p> <p>To describe different customs or traditions celebrated in their own family</p> <p>Explain how they are similar or different to their own traditions and how we can celebrate everyone's special time</p> <p><b>Taking Care of the Environment</b></p> <p><i>Can I understand how we can sustain the environment across the world?</i></p> <p>To understand that the environment provides resources that humans need</p> <p>To understand that there is limited supply of the earth's resources and the importance of sustainability of these resources</p> <p><b>Money</b></p> <p><i>Can I understand what it means to be enterprising?</i></p>	<p>To explain what is meant by the UN convention to understand that there are organisation and charities who work to protect human rights especially children's rights.</p> <p>To identify that human rights laws take precedence over any other law or behaviour including that of families, cultures or religious practices – such as FGM and forced marriage against British Law</p> <p><i>Can I research, discuss and debate issues concerning well- being and health?</i></p> <p>To research and discuss issues currently in the media about well-being and health. Explain ways they can look after their own health and well-being</p> <p><i>Can I understand the role of voluntary a, community and pressure groups</i></p> <p>To identify how pressure groups lead to social change</p> <p><i>Can we appreciate the range of national, regional, religious and ethnic identities of people living in the UK?</i></p> <p>To identify who lives in the UK, what are some examples that show the rich diversity of the and how can we respect other people's faith, culture and beliefs?</p> <p><b>Taking Care of the Environment</b></p> <p><i>Can I understand how resources are allocated and the effect this has on individuals, communities and the environment</i></p> <p>To identify the different resources that people and society need and how resources</p>	<p>people make decisions or form their own viewpoint</p> <p><i>Can I understand about the importance of human rights and the UN convention</i></p> <p><i>To describe how life can be for children living and growing up in places where their human rights are not recognised</i></p> <p><i>To identify some organisations that work to help people whose human rights aren't being met. Evaluate ways in which human rights can be promote</i></p> <p><i>Can I understand the role of voluntary a, community and pressure groups</i></p> <p>To discuss further examples of local community groups as well as voluntary and pressure groups linked to the environment and health. Evaluate how pressure groups gain support to address the needs of the community</p> <p><i>Can we appreciate the range of national, regional, religious and ethnic identities of people living in the UK?</i></p> <p>To describe the benefits of living in a diverse society. To understand that people have migrated to and from the UK for many thousands of years and to recognise the wide range of influences that have shaped the</p> <p>Heritage of the UK</p> <p><b>Taking Care of the Environment</b></p> <p><i>Can I understand how resources are allocated and the effect this has on individuals, communities and the environment?</i></p>
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			<p>To describe real life situations of enterprise</p> <p>What personal skills or attributes might be needed to start an enterprise</p>	<p>are distributed around the world. To know who identifies how resources are allocated and is it always fair.</p> <p><b>Money</b></p> <p><i>Can I understand what is meant by interest, loan and debt and the importance of looking after money, including managing loan and debt</i></p> <p>Give reasons why people borrow money</p> <p>Identify the difference between credit and debit and know how it might feel if they have debt</p>	<p>To describe the different ways that decisions about the allocation of resources affect individuals and communities and justify their views and opinions.</p> <p><b>Money</b></p> <p><i>Can I explain how fiancé plays an important part in people's lives and what a critical consumer means</i></p> <p>Evaluate how people judge success in their working life and the extent to which salary is more or less important than job satisfaction</p> <p>Identify how shops and manufacturers use deals to entice consumers and who benefits from this- are we getting value for money.</p> <p><i>Can I understand what it takes to set up enterprise?</i></p> <p>Give examples of entrepreneurs</p> <p>Analyse and evaluate the skills and attributes that make the people enterprising</p> <p>Describe different ways to be enterprising</p> <p><i>Can I understand that people pay tax to contribute to society?</i></p> <p>Give reason why money is deducted from earnings to provide for the things we need through tasks.</p> <p>Explain how money is used in this way to meet the need of everyone including the vulnerable members of society.</p>
<b>Health and Well Being</b>					
Summer					

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Healthy Lifestyles</b></p> <p><i>Can I learn about some of the things that keep our bodies healthy? (physical activity, sleep, rest, healthy food)</i></p> <p>To identify some of the ways we can take care of ourselves on a daily basis</p> <p><i>Can I learn about some of the things that keep our bodies healthy? (physical activity, sleep, rest, healthy food)</i></p> <p>To identify some of the ways we can take care of ourselves on a daily basis</p> <p><i>Can I learn about different types of feelings and how to manage them?</i></p> <p>To explore and name feelings that the children have, both good and not so good</p> <p><i>Can I learn about basic personal hygiene and why these are important?</i></p> <p>To identify and describe some basic personal hygiene routines</p> <p><b>Growing and Changing</b></p> <p><i>Can I recognise what I am good at and set simple goals?</i></p>	<p><b>Healthy Lifestyles</b></p> <p><i>Can I learn about some of the things that keep our bodies healthy? (physical activity, sleep, rest, healthy food)</i></p> <p>To describe what being healthy means</p> <p><i>Can I learn about different types of feelings and how to manage them?</i></p> <p>To describe feelings that the children have, both good and not so good. To Identify strategies to help manage different feelings</p> <p><i>Can I learn about basic personal hygiene and why these are important?</i></p> <p>To identify and describe some basic personal hygiene routines</p> <p><i>Can I understand that household products including medicines can be harmful if not used correctly?</i></p> <p>To explain how some household products are used and for what reasons. Identify and explain how to keep safe when taking medicines and around household substances.</p> <p><b>Growing and Changing</b></p>	<p><b>Healthy Lifestyles</b></p> <p><i>Can I learn about what makes a ‘balanced lifestyle’ and make choices in relation to health?</i></p> <p>To identify different ways to help maintain good health</p> <p><i>Can I understand that images in the media do not necessarily reflect real life?</i></p> <p>To recognise that images in the media can be changed, altered or adapted and therefore may not represent the ‘true’ image</p> <p><i>Can I understand that simple hygiene routines can prevent the spread of bacteria and viruses?</i></p> <p>To recognise and explain what germs, are (bacteria and viruses) and how we can stop these spreading.</p> <p><b>Growing and Changing</b></p> <p><i>Can I recognise my achievements and set personal targets for the future?</i></p> <p>To reflect on their achievements and describe what they are proud of. Describe aspiration for the term/school year and how mistakes help them to learn.</p> <p><i>Can I learn about a wider range of feelings, both good and not so good and how people can experience conflicting feelings at the same time?</i></p>	<p><b>Healthy Lifestyles</b></p> <p><i>Can I learn about what makes a ‘balanced lifestyle’ and make choices in relation to health?</i></p> <p>To explain what is meant by a ‘balanced lifestyle’</p> <p><i>Can I understand that images in the media do not necessarily reflect real life?</i></p> <p>To explain that images in the media can be changed, altered or adapted and therefore may not represent the ‘true’ image</p> <p><i>Can I learn about drugs that are common in everyday life (medicines, caffeine, alcohol and tobacco)</i></p> <p>To explain and give a definition of a ‘drug’ and identify some of the risks of drugs in everyday life.</p> <p><b>Growing and Changing</b></p> <p><i>Can I learn about a wider range of feelings, both good and not so good and that people can experience conflicting feelings at the same time?</i></p> <p>To describe a range of different feelings (good and not so good). Use a scale of intensity to describe different feelings.</p> <p>To describe a range of different feelings and recognise that people can have many different feelings at one. Recognise the importance of sharing their feelings.</p>	<p><b>Healthy Lifestyles</b></p> <p><i>Can I make informed choices that contribute to a healthy lifestyle and understand the benefits?</i></p> <p>To explain what can affect health and well-being- physical, mental and emotional</p> <p><i>Can I understand how images in the media can distort reality and how this can affect how people feel about themselves?</i></p> <p>To recognise that images in the media can be digitally enhanced or manipulated and how this might make someone feel about themselves or their own life.</p> <p><i>Can I understand what a ‘habit’ is (In relation to drug, alcohol and tobacco education) and learn about some of the risks and effects of legal and illegal substances? (drugs - including medicines, alcohol and tobacco)</i></p> <p>To recognise why someone may choose to use a drug and how there are laws about which substances are purchased by adults. To understand the risk of drugs and the potential of misuse.</p> <p><b>Growing and Changing</b></p> <p><i>Can I learn about ways of achieving and celebrating personal goals and how having high aspirations can support personal achievements?</i></p> <p>To identify what they are good at and their achievements (in and out of school) and describe how they were/are celebrated. Describe what they admire in others and their achievements. Explain different ways to approach a goal and evaluate which would be</p>	<p><b>Healthy Lifestyles</b></p> <p><i>Can I make informed choices that contribute to a healthy lifestyle?</i></p> <p>To explain how healthy eating, physical activity, rest and relaxation can support at aspects of well-being – physical, mental and emotional</p> <p><i>Can I understand how images in the media can distort reality and how this can affect how people feel about themselves?</i></p> <p>To explain how images in the media can be digitally enhanced or manipulated and how this might make someone feel about themselves or their own life</p> <p><i>Can I understand what a ‘habit’ is (In relation to drug, alcohol and tobacco education) and learn about some of the risks and effects of legal and illegal substances? (drugs - including medicines, alcohol and tobacco)</i></p> <p>To recognise why someone may choose to use a drug and how there are laws about which substances are purchased by adults. To understand the risk of drugs and the potential of misuse.</p> <p><b>Growing and Changing</b></p> <p><i>Can I learn about ways of achieving and celebrating personal goals and how having high aspirations can support personal achievements?</i></p> <p>To identify what they are good at and their achievements (in and out of school) and describe how they were/are celebrated. Describe what they admire in others and their achievements. Explain different ways to approach a goal and evaluate which would be</p>

<p>To be able to identify what they are good at and explain what they are getting better at/need help with.</p> <p><i>Can I learn about how it feels when there is a change or a loss?</i></p> <p>To be able to give examples of times when people experience change (e.g. new baby sibling, new class etc.) Explain how it feels to lose somebody or something special.</p> <p><i>Can I learn about growing, changing and becoming more independent?</i></p> <p>To describe changes that have happened to them since they were a baby and things that they can do now and not before. Explain how their needs have changed since they were babies.</p> <p><i>Can I use the correct names for the main parts of the body of boys and girls?</i></p> <p>To identify and compare differences between boys and girls. Recognise and use the correct names for the main parts of the body including external genitalia.</p> <p><b>Keeping Safe</b></p> <p><i>Can I understand that household products, including medicines, can be harmful if not used correctly?</i></p> <p>To identify what goes on to and into people's bodies and how this can make people feel. To recognise and describe ways of staying safe</p>	<p><i>Can I recognise what I am good at and set simple goals?</i></p> <p>To be able to identify what they are good at and explain what they are getting better at/need help with. To recognise that it is ok to make mistakes and that they are part of learning.</p> <p><i>Can I learn about how it feels when there is a change or a loss?</i></p> <p>To describe different kinds of change or loss that they or others may have experienced. Describe how this can make someone behave. Identify some ways to manage feelings associated with change and loss.</p> <p><i>Can I learn about growing, changing and becoming more independent?</i></p> <p>To describe ways they have grown, changed, and become more independent from when they were younger. Describe and identify additional responsibilities they have now and how people's needs change as they grow older.</p> <p><i>Can I use the correct names for the main parts of the body of boys and girls?</i></p> <p>To identify and compare physical similarities and differences between boys and girls including the male and female sex parts and external genitalia.</p>	<p>To describe a range of different feelings (good and not so good). Use a scale of intensity to describe different feelings.</p> <p>To describe a range of different feelings and recognise that people can have many different feelings at one. Recognise the importance of sharing their feelings.</p> <p><i>Can I learn about the kind of change that happen in life and the feelings associated with this?</i></p> <p>To give examples of when someone might experience change (at school) and recognise how these changes might bring about feelings, including not so good feelings (such as sadness or worry). Show empathy towards others.</p> <p><i>Can I learn about the changes that happen at puberty?</i></p> <p>To recognise everyone grows and changes through the human life cycle and identify 'puberty' as the time when a child grows into an adolescent. Identify physical changes that occur.</p> <p><i>Can I learn about the changes that happen at puberty?</i></p> <p>To recognise everyone grows and changes through the human life cycle and identify 'puberty' as the time when a child grows into an adolescent. Identify physical changes that occur.</p> <p><i>Can I learn about the changes that happen at puberty?</i></p> <p>To recognise everyone grows and changes through the human life cycle and identify 'puberty' as the time when a child grows into an adolescent. Identify physical changes that occur.</p> <p><b>Keeping Safe</b></p> <p><i>Can I learn about managing risks in familiar situations and keeping safe?</i></p>	<p><i>Can I learn about the kind of change that happen in life and the feelings associated with this?</i></p> <p>To give examples of when someone might experience change (at school) and recognise how these changes might bring about feelings, including not so good feelings (such as sadness or worry). Show empathy towards others.</p> <p><i>Can I learn about the changes that happen at puberty?</i></p> <p>To recognise everyone grows and changes through the human life cycle and identify 'puberty' as the time when a child grows into an adolescent. Identify physical changes that occur.</p> <p><i>Can I learn about the changes that happen at puberty?</i></p> <p>To recognise everyone grows and changes through the human life cycle and identify 'puberty' as the time when a child grows into an adolescent. Identify physical changes that occur.</p> <p><b>Keeping Safe</b></p> <p><i>Can I learn about managing risks in familiar situations and keeping safe?</i></p> <p>To give examples of what is meant by risk, danger and hazard and to identify potential risks in familiar situations. Describe or demonstrate how to stay safe (e.g. crossing the road) and identify where they can get help if they feel a situation is dangerous.</p> <p><i>Can I learn that simple hygiene routines can prevent the spread of bacteria?</i></p>	<p>achievements. Explain positive steps they can take to help achieve goals.</p> <p><i>Can I describe the range and intensity of my feelings to others and explore how to manage conflicting emotions?</i></p> <p>To demonstrate a rich vocab for expressing a range and their intensity of feelings and recognise that they change over time. Identify a range of appropriate ways that people can express conflicting feelings and why this is important.</p> <p><i>Can I learn about coping with change and transition and how this relates to bereavement and the process of grieving?</i></p> <p>To describe times that involve change and transition and identify a range of feelings that someone might have during these times. Identify the importance of treasuring and sharing memories.</p> <p><i>Can I learn about the changes that happen at puberty?</i></p> <p>To recognise everyone grows and changes through the human life cycle and identify 'puberty' as the time when a child grows into an adolescent. Identify physical changes that occur in the human cycle. Explain why it is important to keep themselves clean during puberty. Explain how everyone reaches puberty at different stages and that changes in the body take place at the right time for them.</p> <p><i>Can I learn about the changes that happen at puberty?</i></p> <p>To recognise everyone grows and changes through the human life cycle and identify 'puberty' as the time when a child grows into an adolescent. Identify physical changes that</p>	<p>most successful. Explain positive steps they can take to help achieve goals.</p> <p><i>Can I describe the range and intensity of my feelings to others and explore how to manage conflicting emotions?</i></p> <p>To use an increasingly rich vocab to describe the range and their intensity of feelings and recognise that they change over time. Identify a range of appropriate ways that people can express conflicting feelings and why this is important. Identify where they and others can ask for support with feelings.</p> <p><i>Can I learn about coping with change and transition and how this relates to bereavement and the process of grieving?</i></p> <p>To describe different examples of change that occur in life and how these can cause conflicting feelings and emotions. Identify times that involve change and transition and identify a range of feelings that someone might have during these times. Identify the importance of treasuring and sharing memories.</p> <p><i>Can I learn about coping with change and transition and how this relates to bereavement and the process of grieving?</i></p> <p>To describe different examples of change that occur in life and how these can cause conflicting feelings and emotions. Identify times that involve change and transition and identify a range of feelings that someone might have during these times. Identify the importance of treasuring and sharing memories.</p> <p><i>Can I learn about the changes that happen at puberty?</i></p> <p>Recap years 4 and 5. Describe how to manage physical changes of puberty. Explain how to</p>
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<p>around household products (including medicines)</p> <p><i>Can I understand that household products, including medicines, can be harmful if not used correctly?</i></p> <p>To identify what goes on to and into people's bodies and how this can make people feel. To recognise and describe ways of staying safe around household products (including medicines)</p> <p><i>Can I learn about rules for keeping safe? (in familiar and unfamiliar situations)</i></p> <p>To demonstrate an understanding that they have a right to 'be safe on the outside' and feel 'safe on the inside'. Identify rules for keeping safe in a familiar and unfamiliar situation.</p> <p><i>Can I learn about rules for keeping safe? (in familiar and unfamiliar situations)</i></p> <p>To demonstrate an understanding that they have a right to 'be safe on the outside' and feel 'safe on the inside'. Identify rules for keeping safe in a familiar and unfamiliar situation.</p> <p><i>Can I learn how to ask for help if I am worried about something?</i></p> <p>To identify the people who look after them in school and outside of school (immediate family or wider family networks). Identify who they</p>	<p><b>Keeping Safe</b></p> <p><i>Can I learn about rules for keeping safe? (in familiar and unfamiliar situations)</i></p> <p>To recognise they have a right to be safe on the inside and out. Describe ways they can stay safe in a range of familiar and unfamiliar situations e.g. roads, rail, water, near fire, online</p> <p><i>Can I learn about rules for keeping safe? (in familiar and unfamiliar situations)</i></p> <p>To recognise they have a right to be safe on the inside and out. Describe ways they can stay safe in a range of familiar and unfamiliar situations e.g. roads, rail, water, near fire, online</p> <p><i>Can I learn about rules for keeping safe? (in familiar and unfamiliar situations)</i></p> <p>To recognise they have a right to be safe on the inside and out. Describe ways they can stay safe in a range of familiar and unfamiliar situations e.g. roads, rail, water, near fire, online</p> <p><i>Can I learn about rules for keeping safe? (in familiar and unfamiliar situations)</i></p> <p>To recognise they have a right to be safe on the inside and out. Describe ways they can stay safe in a range of familiar and unfamiliar situations e.g. roads, rail, water, near fire, online</p> <p><i>Can I learn about rules for keeping safe? (in familiar and unfamiliar situations)</i></p> <p>To recognise they have a right to be safe on the inside and out. Describe ways they can stay safe in a range of familiar and unfamiliar situations e.g. roads, rail, water, near fire, online</p>	<p>To give examples of what is meant by risk, danger and hazard and to identify potential risks in familiar situations. Describe or demonstrate how to stay safe (e.g. crossing the road) and identify where they can get help if they feel a situation is dangerous.</p> <p><i>Can I learn about negative pressure and how to manage this?</i></p> <p>To recognise that pressure to do something can come from others or from within and that there can be positive and negative pressure. To identify ways that negative pressure can be resisted and when they might need to ask for help.</p> <p><i>Can I learn about the importance of school rules for health and safety and how to get help in an emergency?</i></p> <p>To identify rules about health and safety and give reasons why we have them.</p> <p><i>Can I learn what is meant by a habit and how they can be hard to change?</i></p> <p>To identify what a habit is and that some habits can help us but some can't. Identify healthy habits and recognise that unhelpful habits can be changed or stopped.</p> <p><i>Can I learn about drugs that are common in everyday life? (e.g. medicines, caffeine, alcohol and tobacco)</i></p> <p>To recognise what is meant by a drug and that drugs can change the way people feel. Identify risk and when drugs can be harmful. To know who to ask for help.</p>	<p>Explain what bacteria and viruses are and how they can effect health and how they are spread. Describe simple hygiene routines.</p> <p><i>Can I learn about negative pressure and how to manage this?</i></p> <p>To recognise feelings that suggest there is a negative pressure. To identify ways that negative pressure can be resisted and when they might need to ask for help.</p> <p><i>Can I learn about the importance of school rules for health and safety and how to get help in an emergency?</i></p> <p>To identify rules about health and safety and give reasons why we have them.</p> <p>Explain why we need rules for health and safety. Explain what an emergency is and where they can get help if they feel a situation is unsafe or an emergency.</p> <p><i>Can I learn about keeping safe in the local environment?</i></p> <p>To explain why there are rules about safety in different places. To recognise that there is advice and guidance to help people keep safe in different places and situations. To identify how risks can occur and identify who can help if something id or seems unsafe.</p> <p><i>Can I learn about keeping safe in the local environment?</i></p> <p>To explain why there are rules about safety in different places. To recognise that there is advice and guidance to help people keep safe in different places and situations. To identify how risks can occur and identify</p>	<p>occur in the human cycle. Explain why it is important to keep themselves clean during puberty. Explain how everyone reaches puberty at different stages and that changes in the body take place at the right time for them.</p> <p><i>Can I learn about the changes that happen at puberty?</i></p> <p>To recognise everyone grows and changes through the human life cycle and identify 'puberty' as the time when a child grows into an adolescent. Identify physical changes that occur in the human cycle. Explain why it is important to keep themselves clean during puberty. Explain how everyone reaches puberty at different stages and that changes in the body take place at the right time for them.</p> <p><b>Keeping safe</b></p> <p><i>Can I learn about independence, increased responsibility and keeping safe?</i></p> <p>To describe ways they are becoming more independent as they are growing up. Explain what is a risk or hazard. Identify how risk can be reduced or managed in relation to keeping safe.</p> <p><i>Can I understand differences on behaviour, including peer pressure and media influence and how to resist unhelpful pressure?</i></p> <p>To identify influences on the behaviour of children their age. Explain or demonstrate skills they can use if they feel under pressure to do something dangerous. Identify where and how to ask for help.</p>	<p>manage some of the emotional changes associated with puberty.</p> <p><b>Keeping safe</b></p> <p><i>Can I learn about independence, increased responsibility and keeping safe?</i></p> <p>Explain how increased freedom as they get older comes with risks. To describe ways they are becoming more independent as they are growing up. Explain what is a risk or hazard. Identify how risk can be reduced or managed in relation to keeping safe.</p> <p><i>Can I understand differences on behaviour, including peer pressure and media influence and how to resist unhelpful pressure?</i></p> <p>To identify influences on the behaviour of children their age. Explain or demonstrate skills they can use if they feel under pressure to do something dangerous. Identify where and how to ask for help.</p> <p><i>Can I explain what to do in an emergency and how to use basic emergency aid?</i></p> <p>Explain what an emergency is and isn't. Describe different reactions to an emergency. Explain and demonstrate some basic emergency aid procedures, including how to phone 999 to give accurate information.</p> <p><i>Can I understand the rights I have to protect my body against physical abuse?</i></p> <p><b>(Including female genital mutilation - FGM)</b></p> <p>Explain that everyone has a right to look after and protect their own body. Identify WHAT the letters <b>FGM</b> stand for. Recognise that FGM physical abuse is an illegal crime. Explain the importance of speaking out against FGM and</p>
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<p>can go to if they are worried or nervous about being unsafe and how important it is.</p> <p><i>Can I learn about privacy in different contexts?</i></p> <p>To explain what is meant by 'keeping something private'. To identify when people might want or need to keep something private. To know to tell a trusted adult if they are unsure or worried.</p>	<p>e.g. roads, rail, water, near fire, online</p> <p><i>Can I learn how to ask for help if I am worried about something?</i></p> <p>To identify the people who look after them in school and outside of school (immediate family or wider family networks). Identify who they can go to if they are worried or nervous about being unsafe and how important it is.</p> <p><i>Can I learn about privacy in different contexts?</i></p> <p>To explain what is meant by privacy or 'keeping something private'. To identify when people might want or need to keep something private e.g. passwords online To know to tell a trusted adult if they are unsure or worried.</p>	<p><i>Can I learn about keeping safe in the local environment?</i></p> <p>To recognise that there is advice and guidance to help people keep safe in different places and situations. To identify how risks can occur and identify who can help if something id or seems unsafe.</p> <p><i>Can I learn about keeping safe in the local environment?</i></p> <p>To recognise that there is advice and guidance to help people keep safe in different places and situations. To identify how risks can occur and identify who can help if something id or seems unsafe.</p> <p><i>Can I learn how to stay safe online?</i></p> <p>To recognise that there are rules to help keep people online and give examples of practices. To recognise why it is important not to share personal information online. To recognise that an image (or text) might be shared to many people even if it was only shared to one person.</p> <p><i>Can I learn about people who keep me healthy and safe?</i></p> <p>To identify people who help them to stay safe and healthy. Identify different ways of asking for help.</p>	<p>who can help if something id or seems unsafe.</p> <p><i>Can I learn how to stay safe online?</i></p> <p>To recognise that there are rules to help keep people online and give examples of practices. To recognise why it is important not to share personal information online. To recognise potential consequences of online safety rules not being followed.</p> <p><i>Can I learn about people who keep me healthy and safe?</i></p> <p>To explain the different roles that people in school and the wider community have to help them stay safe and healthy. To identify people who help them to stay safe and healthy. Identify different ways of asking for help.</p>	<p><i>Can I understand differences on behaviour, including peer pressure and media influence and how to resist unhelpful pressure?</i></p> <p>To identify influences on the behaviour of children their age. Explain or demonstrate skills they can use if they feel under pressure to do something dangerous. Identify where and how to ask for help.</p> <p><i>Can I explain what to do in an emergency and how to use basic emergency aid?</i></p> <p>Explain what an emergency is and isn't and how to demonstrate some basic emergency aid procedures, including how to phone 999 to give accurate information.</p> <p><i>Can I understand and explain strategies for managing personal safety in the local environment?</i></p> <p>To identify potential risks in different environments and explain safety rules for them. Identify when how and who to alert if safety is compromised.</p> <p><i>Can I learn about strategies for managing personal safety when online?</i></p> <p>To recognise that there are rules to help keep people online and give examples of practices. To recognise why it is important not to share personal information online. To identify the impact that sharing an inappropriate image may have.</p> <p><i>Can I identify how I am responsible for my health and wellbeing?</i></p> <p>To identify the variety of roles that people in school, the wider community, online have to help people stay safe and healthy. Explain what will happen if they do seek help.</p>	<p>how to tell a trusted adult quickly, if they think this might, or may have happened.</p> <p><i>Can I understand and explain strategies for managing personal safety in the local environment?</i></p> <p>To identify and describe potential risks in different environments and explain safety rules for them. Identify when how and who to alert if safety is compromised.</p> <p><i>Can I learn about strategies for managing personal safety when online?</i></p> <p>To recognise that there are rules to help keep people online and give examples of practices. To recognise why it is important not to share personal information online. To identify the impact that sharing an inappropriate image may have.</p> <p><i>Can I identify how I am responsible for my health and wellbeing?</i></p> <p>To identify the variety of roles that people in school, the wider community, online have to help people stay safe and healthy. Explain what will happen if they do seek help.</p> <p><i>Can I identify how to keep safe and well when using a mobile phone?</i></p> <p>To recognise situations where mobile phone safety might be compromised. Identify positive mobile phone user habits to help maintain health and wellbeing.</p>
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				<p><i>Can I identify how to keep safe and well when using a mobile phone?</i></p> <p>To recognise situations where mobile phone safety might be compromised. Identify positive mobile phone user habits to help maintain health and wellbeing.</p>	
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### Appendix 3: How the Science Curriculum links to RSE

#### Year 5

##### Living things and their habitats

Pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.

##### *Notes and guidance (non-statutory)*

*Pupils should study and raise questions about their local environment throughout the year. They should observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment. They should find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall. Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. Pupils might work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences. They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.*

#### Year 5

##### Animals including humans

Pupils should be taught to:

- describe the changes as humans develop to old age.

##### Notes and guidance (non-statutory)

*Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.*

*Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.*