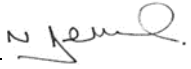




Policy Name	Relationships and Sex Education Policy
Review and Approval by	Local Governing Body
Date Ratified	October 20
Signed By	
Position	Chair of Local Governing Body
Review Period for this Policy	Annual
Date for Future Review	October 21

Implementation of this policy supports the duties to promote equality of opportunity and positive attitudes in relation to disability, gender and race and to eliminate discrimination on the grounds of age, disability, gender, race, religion or belief and sexual orientation.

Relationships and Sex Education Policy

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Appendix 1: Curriculum map

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1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Help pupils develop feelings of self-respect, **confidence** and empathy
- Create a positive culture around issues of sexuality and relationships
- 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
- Teach pupils the correct vocabulary to describe themselves and their bodies

At Montpelier Primary School we strive to ensure that every child and adult who is part of our school is able to be Curious, Creative and Confident. We aim to create a safe, stable and caring learning environment in which pupils, parents and staff work together to develop self-respect and respect for others.

2. Statutory requirements

As Montpelier Primary School is part of the Inspiring Partnership Academy, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. Although we are an academy school, we continue to follow the National Curriculum

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

This policy outlines how we teach Relationship and Sex Education.

3. Policy development

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

1. Review – the Spiritual, Moral Social and Cultural Team at Montpellier considered all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to share their views on the Relationship and Sex Education curriculum and Policy through a questionnaire
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values.

5. Curriculum

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

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.

6. Delivery of RSE

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

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).

7. Roles and responsibilities

7.1 The governing board

The governing board will hold the headteacher to account for the implementation of this policy.

7.2 The headteacher

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

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] 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.

Gemma Suter is responsible for the development of RSE

7.4 Pupils

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

8. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE. Before doing so, parents are encouraged to talk to the class teacher and /or view the teaching resources in order to inform decisions regarding withdrawing their child. Requests for withdrawal should be put in writing to the Headteacher. The Headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from RSE. The RSE curriculum will be shared with parents to ensure coverage if pupils are withdrawn. The RSE policy will be shared with any parents who wish to withdraw their child.

9. 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.

10. Monitoring arrangements

The delivery of RSE is monitored by RSE lead and the SSMC lead

- Regular monitoring of planning
- Regular work scrutinies
- Regular learning walks
- Pupil discussion/ interviews

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

This policy will be reviewed annually by the RSE lead

At every review, the policy will be approved by Montpelier Primary School Local Governing Body

Appendix 1: Relationship and Sex Education Curriculum Map

By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none">• That families are important for children growing up because they can give love, security and stability• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none">• How important friendships are in making us feel happy and secure, and how people choose and make friends• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 2: Montpelier Primary School PHSE curriculum

Relationships					
Autumn					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Healthy Relationships</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>Feelings and Emotions</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>Healthy Relationships</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>Feelings and Emotions</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</p>	<p>Healthy Relationships</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><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</i></p>	<p>Healthy Relationships</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><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</i></p>	<p>Healthy Relationships</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>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>Healthy Relationships</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 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</i></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>Value and Difference</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>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>Value and Difference</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>right to privacy?</i></p> <p>To identify and respect things that people might want to keep private.</p> <p>Feelings and Emotions</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>Value and Difference</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>To recognise the nature and consequences of discrimination, teasing and bullying behaviours (include cyber bullying).</p> <p><i>Can I learn about what is meant by 'stereotypes'?</i></p> <p>To recognise some different kinds of stereotypes and identify why stereotyping can lead to problems.</p>	<p><i>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>Feelings and Emotions</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>Value and Difference</p> <p><i>Can I learn about differences and similarities between people, but understand everyone is equal?</i></p> <p>To explain what contributes to someone's identity and describe ways in which we are all similar.</p> <p><i>Can I learn to recognise bullying and how to ask for help?</i></p> <p>To recognise the difference between playful teasing and bullying and how this can negatively affect people (both face to face and online).</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>Feelings and Emotions</p> <p><i>Can I learn how to respond appropriately to a wider range of feelings in others?</i></p> <p>To explain how to recognise a range of feelings in others and give examples of ways we can respond positively to others feelings.</p> <p><i>Can I recognise and manage dares?</i></p> <p>To identify the difference between a dare and a 'positive challenge' and demonstrate steps they can take to manage dares.</p>	<p><i>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> <p>Feelings and Emotions</p> <p><i>Can I learn how to respond appropriately to a wider range of feelings in others?</i></p> <p>To explain the benefits of responding appropriately to others feelings and empathise with others who are experiencing difficult or challenging feelings.</p>
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			<p><i>Can I learn about what is meant by 'stereotypes'?</i></p> <p>To explain why it is important for stereotypes to be challenged.</p>	<p>Value and Difference</p> <p><i>Can I learn about discrimination, teasing, bullying and aggressive behaviour and its effect on others?</i></p> <p>To explain what is meant by prejudice and discrimination, and to describe the potential consequences.</p> <p><i>Can I recognise and challenge stereotypes?</i></p> <p>To explain why stereotyping can lead to prejudice and give reasons for challenging stereotypes (including stereotyping in the media).</p>	<p><i>Can I recognise and manage dares?</i></p> <p>To explain the shared responsibility if something goes wrong with a dare and discuss 'exit strategies' you can use without losing face.</p> <p>Value and Difference</p> <p><i>Can I learn about discrimination, teasing, bullying and aggressive behaviour and its effect on others?</i></p> <p>To explain how prejudice and discrimination can manifest and suggest ways we can be more inclusive.</p> <p><i>Can I recognise and challenge stereotypes?</i></p> <p>To explain how stereotypical attitudes impacts relationships and that challenging stereotypes demonstrates value and respect of different lifestyles.</p>
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Living in the Wider World

Spring

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Rights and Responsibilities</p> <p><i>Can I understand why the school</i></p>	<p>Rights and Responsibilities</p> <p><i>Can I understand about group</i></p>	<p>Rights and Responsibilities</p> <p><i>Can I understand about the ways in</i></p>	<p>Rights and Responsibilities</p> <p><i>Can I understand what anti- social</i></p>	<p>Rights and Responsibilities</p> <p><i>Can I understand how to handle,</i></p>	<p>Rights and Responsibilities</p> <p><i>Can I understand how to handle, challenge or respond to anti –social behaviour or</i></p>

<p><i>and class rules are important?</i></p> <p>To learn about school and class rules and why they are important</p> <p><i>Can I understand that we are the same as other people?</i></p> <p>To understand what is special about them and how that may be different to others</p> <p><i>Can I respect the needs of ourselves and others?</i></p> <p>To understand that we about respecting the need of ourselves and others including animals /pets.</p> <p><i>Can I understand the different groups we belong to in school?</i></p> <p>To Identifying the groups we belong to in school and what roles we take within them.</p> <p>Taking Care of the Environment</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>Money</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><i>and class rules and why they are important?</i></p> <p>To construct class rules and what understand what happens if they are not followed and how that affects others</p> <p><i>Can I understand what unique means and how we are unique?</i></p> <p>To understand what it means to be unique and that everyone is unique in their own way</p> <p><i>Can I know about the people who work in our community and who can help me in an emergency?</i></p> <p>To identify people who work in their community</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>Taking Care of the Environment</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>Money</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</p>	<p><i>which rules and laws keep people safe?</i></p> <p>To give reasons why we need different rules for different situations. Identify what might happen if rules and laws are broken</p> <p><i>Can I resolve differences – agreeing and disagreeing?</i></p> <p>To be able to identify where they might think differently from their friends and respect different points of view</p> <p><i>Can I identify my responsibilities, right and duties at home, in school and around the environment?</i></p> <p><i>To describe the rights and responsibilities they have at home , at school and in the community</i></p> <p><i>Can I appreciate differences and diversity in our community? Can I understand about 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>Taking Care of the Environment</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>Money</p> <p><i>Can I understand what it means to be enterprising?</i></p> <p>To recognise that being enterprising</p>	<p><i>behaviour and how it can affect people?</i></p> <p><i>Can I resolve differences – agreeing and disagreeing?</i></p> <p>How does it feel to agree/ disagree</p> <p>What does compromise mean?</p> <p>Develop skills to practice resolving differences.</p> <p><i>Can I understand that everyone has human rights and that children have their own set or rights?</i></p> <p>To understand that the rights of the child are protected and identify some of the right of the child</p> <p><i>Can I discuss and debate issues concerning well- being and health?</i></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>Taking Care of the</p>	<p><i>challenge or respond to anti –social behaviour</i></p> <p>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</p> <p><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</p> <p><i>Can I resolve differences – agreeing and disagreeing?</i></p> <p>How does it feel to agree/ disagree? Suggest conflict suggestions and how to help and see other people's point of view</p> <p><i>Can I understand that everyone has human rights and about the UN declaration 'Rights of the Child'</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</p>	<p><i>aggressive behaviour</i></p> <p>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</p> <p><i>Can I know why and how rules of law are made and how to take part in changing them?</i></p> <p>To identify how the democratic process works (political parties, voting, Parliament) and what people can do to influence or change these rules.</p> <p><i>Can I resolve differences, respecting different points of view and making their own decision</i></p> <p>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 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,</i></p>
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	<p>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>is about having an idea, developing it and gaining something from doing it</p>	<p>Environment</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>Money</p> <p><i>Can I understand what it means to be enterprising?</i></p> <p>To describe real life situations of enterprise</p> <p>What personal skills or attributes might be needed to start an enterprise</p>	<p>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>Taking Care of the Environment</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 are distributed around the world. To know who identifies how resources are allocated and is it always fair.</p> <p>Money</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><i>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>Taking Care of the Environment</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 describe the different ways that decisions about the allocation of resources affect individuals and communities and justify their views and opinions.</p> <p>Money</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</p>

					<p>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>
Health and Well Being					
Summer					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Healthy Lifestyles</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>Growing and</p>	<p>Healthy Lifestyles</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>Healthy Lifestyles</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>Growing and Changing</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,</i></p>	<p>Healthy Lifestyles</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>Growing and Changing</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</p>	<p>Healthy Lifestyles</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>Growing and Changing</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>Healthy Lifestyles</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>Growing and Changing</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</p>

<p>Changing</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.</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 loose 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>Keeping Safe</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>Growing and Changing</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>Keeping Safe</p>	<p><i>both good and not so good and how 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><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>Keeping Safe</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</p>	<p>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>Keeping Safe</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>Explain what bacteria and viruses are and how they can effect health and how they</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 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>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 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 can go to if they are worried or nervous about being unsafe and how important it is.</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 how to ask for help if I am worried about something?</i></p> <p>To identify the people who look</p>	<p>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. 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 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><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</p>	<p>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 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</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>Keeping safe</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>Keeping safe</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>(Including female genital mutilation - FGM)</p> <p>Explain that everyone has a right to look after and protect their own body. Identify WHAT the letters FGM stand for. Recognise that FGM physical abuse is an illegal crime. Explain the importance of speaking out against FGM and 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</i></p>
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<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>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>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>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>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><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>	<p><i>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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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.