



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

Aims

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

- Help pupils to develop self-confidence and a feeling of self-worth
- Create a positive culture around issues of relationships, equipping pupils with the strategies and skills they need to recognise and form healthy relationships throughout their lives, understanding how to keep themselves and others safe from unhealthy relationships and abuse and seek support as appropriate
- Provide a safe environment in which sensitive issues can be discussed in an age-appropriate way
- Become increasingly responsible for their own learning
- Help pupils to make informed decisions to improve their mental and physical wellbeing
- Support children to recognise, manage and express a range of feelings and emotions appropriately
- Help pupils to understand and manage their feelings and be able to talk openly with trusted adults and develop a variety of strategies to utilise in support of their own positive mental health
- Develop a caring and considerate attitude towards themselves, others and their environment
- Support pupils to develop virtues of kindness, generosity, empathy and honesty
- Develop an understanding of how society works, including rights and responsibilities and a respect for all

Relationships Education, Relationships and Sex Education (RSE) and Health Education relate to our school core values of Care, Honesty, Respect and Responsibility which underpin all teaching and learning at Barrow Hedges and enable us to fulfil our guiding principles.

Statutory Requirements

We must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching Relationships and Health Education and Sex Education (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](#).

Policy Development

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

1. Review – The school’s PSHE/Relationship and Health Education Leaders work alongside a working group, pulling together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff are given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties are invited to attend a meeting about the policy
4. Pupil consultation – we seek pupils’ views through discussions and surveys
5. Ratification – once amendments are made, the policy is shared with the governors’ local committee and ratified

Definition and Objectives

Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and adults. Pupils are taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, they learn about how to treat each other with kindness, consideration and respect. By the end of primary school, pupils will have been taught content on:

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

We take care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ 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).

Health Education focuses on giving pupils the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise. By the end of primary school, pupils will have been taught content on:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Facts and risks associated with drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

Relationships and Sex Education (RSE) is not compulsory in primary schools. However, there is a statutory requirement to teach pupils about relationships and health, including puberty. The Department for Education (DfE) recommends that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. The DfE recommends that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science – how a baby is conceived and born. RSE is not about the promotion of sexual activity.

At Barrow Hedges the RSE element of the curriculum is taught only in Year 6 when pupils are taught the following **non-statutory** objectives:

- To know how a baby is conceived and develops
- To explain what happens when a baby is born

(Yasmine & Tom Module 3 9-11 Lesson 10,11,12)

Each year, prior to the commencement of the Relationships and Sex Education (RSE) sessions, parents are invited to attend a meeting with the Year 6 teachers to discuss in more detail the content of the sessions and view the online resource that we use (i.e. Yasmine & Tom).

Relationships Education and Health Education at Barrow Hedges - Intentions

Relationships Education and Health Education are taught at Barrow Hedges mainly through the high quality and comprehensive PSHE (Personal, Social, Health Education) curriculum. However, PE, Science, Computing, DT and other subjects and activities (e.g. assemblies and visitors into school) also support the teaching and learning requirements as prescribed in the guidance. These and other subjects at Barrow Hedges help our pupils to flourish.

Subject content relating to PSHE and Relationships and Health Education is vast and reaches all areas of school life, therefore, this policy should be read in conjunction with the following other policies:-

Child Protection and Safeguarding, Curriculum, E-safety, Inclusion, Behaviour, Anti-bullying, Collective Worship, FBV (Fundamental British Values), Sex Education and Educational Visits.

The knowledge and attributes gained through the PSHE and Relationships and Health Education curriculum will support each pupils' wellbeing and attainment and help them to become successful and happy adults that make a meaningful contribution to society. We aim for pupils to leave Barrow Hedges with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens.

In addition to academic subject matter, pupils are encouraged to take part in a wide range of activities and experiences beyond the curriculum, contributing fully to the life of the school and community.

At Barrow Hedges we provide a supportive and nurturing environment where all members of the community are valued and encouraged; positive relationships are seen as important and there is a safe and secure school environment which is conducive to learning.

Curriculum Implementation

In the Early Years Foundation Stage, PSED (Personal, Social and Emotional Development) and UW (Understanding the World) is rigorously taught and provides the foundation for future learning at KS1 and 2. (See EYFS Policy). In Key Stage 1 and 2, long and medium term plans have been developed by a working party of professionals so that it is rigorous and progressive and builds upon prior learning.

See also Appendix 1 which outlines when each topic is taught taking account of the age of the pupils.

Relationship Education and Health Education lessons are taught through a combination of explicit Relationship and Health Education lessons and Philosophy for Children (P4C) sessions as identified

on the long term plan and as appropriate to the learning objective being covered. Relationships and Health Education and P4C teaching is timetabled for half an hour per week in KS1 and for 1 hour fortnightly in KS2. As PSHE underpins all teaching and learning and is hugely cross curricular, it is taught implicitly in all aspects of school life, including the wider curriculum.

Class teachers deliver Relationships and Health Education lessons because these adults know their children best and are able to foster excellent relationships with their classes. Our Emotional and Literacy Support Assistant (ELSA) and Lead TA (Family Support Worker and ELSA) provide further support to those children who need this.

Why teach some Relationships and Health Education objectives through Philosophy?

We choose to teach some Relationships and Health Education through P4C as it is highly beneficial in developing pupil's emotional awareness and thinking skills. Philosophy calls on imagination and reasoning and puts these capacities to work, exploring values, assumptions and vital concepts like justice, truth, knowledge and beauty. The Philosophy Circle creates a philosophical community of enquiry, a forum where adults and children can search for meaning together. Children become reasonable in both senses of the word – they are adept at reasoning and they are open to the reasoning of others. We believe that it is so important for adults and children to talk together in situations where differences can be welcomed and explored.

Teaching some elements of Relationships and Health Education through P4C promotes a forum for open dialogue in which participants ask questions, sift arguments and explore alternatives. Above all, they try to understand each other.

How do we ensure our policy aims are met?

Relationships and Health Education lessons are conducted in a sensitive manner and ground rules are set to ensure that children feel safe and are willing to explore sensitive or difficult issues. It is important that lessons are taught by the class teacher or a member of staff who knows the children well and is aware of any sensitive issues for individuals. Teachers will use their professional judgement when answering 'difficult' questions, answering simply but honestly, when possible, but deferring questions that are not appropriate, to be dealt with individually later. If anything said by a child is a cause for concern, the teacher will act in accordance with the school's Safeguarding and Child Protection Policy.

The following sensitive issues are also taught in order to support the safeguarding of children: peer on peer abuse, Child Sexual Exploitation (CSE), grooming, FGM, extremism, radicalisation. Quality-assured resources from organisations such as the NSPCC, CEOP and the PSHE Association are used to ensure that these themes are taught using age-appropriate lesson plans and resources. Relationships and Sex Education lessons (Year 6) are taught using the Yasmin and Tom resources.

We also use assemblies, workshops and talks from visitors (e.g. nurses), themed days, links to the wider community and opportunities to take on responsibilities (e.g. Horis Hippos, School Council, Eco Warriors, Digital Leaders, Buddies etc.) to make a further significant contribution to our pupils' Relationships Education, RSE and Health Education. We teach pupils about society – how it is governed and its diversity – through lessons, the School Council, British Values and assemblies. Children from Year 1 upwards democratically elect a School Councillor to represent them at School Council meetings. Children are given opportunities to contribute to the school community and the wider community.

Parents' right to withdraw

Parents do not have the right to withdraw their child from Relationships Education and Health Education.

Parents do have the right to withdraw their child from the non-statutory/non-science components of Relationships and Sex Education (RSE).

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Headteacher. Any such requests will be followed up with a conversation with the Headteacher or one of the school's PSHE/Relationships and Health Education Leaders to explore the request further and discuss any detrimental effects the withdrawal might have on the child.

Alternative work will be given to pupils who are withdrawn from Relationships and Sex Education (RSE).

Planning and Assessment

Half termly curriculum maps are annotated to track coverage of the learning objectives. Individual lesson plans support the structure and teaching of Relationships and Health Education through the Philosophy Circle. Individual lesson plans are also built into the Yasmine and Tom resources (online programme).

Teachers complete the 'Assessment for Learning' record sheet at the end of each P4C lesson which includes the capturing of the 'child's voice'. Teachers focus on particular groups of individuals when recording the voice of the child, so as to assess progress and attainment on an ongoing basis. Due to the range of differing resources used with Relationships and Health Education lessons, a variety of assessment procedures are also used in these lessons. For example, whole class tracker, children's individual worksheets, group work etc.

Accessibility of the curriculum for all pupils including those with SEND

We recognise that pupils with special educational needs and disabilities may be less able to share thoughts and feelings or speak out if something isn't right. For this reason, we place the utmost importance on ensuring that curriculum is delivered to ensure that all pupils' learning styles and needs are met. Pupils are taught both explicitly and implicitly that the views of all are valued. We maximise the use of additional adults within the school (for example, our Emotional Literacy Support Assistant – ELSA, Lead TA – Family Support Worker and ELSA and Behaviour Mentors) and draw upon their expertise in differentiating the content for some children as appropriate to their needs and/or providing additional support.

Roles and Responsibilities

The local committee of governors will approve the policy and hold the Headteacher to account for its implementation.

The Headteacher and PSHE/Relationships and Health Education Leaders are responsible for ensuring that Relationships Education, Relationships and Sex Education (RSE) and Health Education is taught consistently across the school and for managing requests to withdraw pupils from non-statutory components.

Staff are responsible for:

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

Staff do not have the right to opt out of teaching Relationships Education, RSE and Health Education. Staff who have concerns about teaching the subject are encouraged to discuss this with the Headteacher.

Pupils are expected to engage fully in Relationships Education, RSE and Health Education (if they have not opted out of non-statutory elements). When discussing issues related to the subject, they are expected to treat others with respect and sensitivity and adhere to the school's core values of Care, Honesty, Respect and Responsibility.

Child Protection/Confidentiality

We recognise that effective Relationships, RSE and Health Education is underpinned by highly effective and supportive relationships existing within school and staff knowing and adhering to our policies and procedures. As such, should there be any concerns relating to child protection and safeguarding then a staff member will inform a Designated Safeguarding Leader. A member of staff cannot promise confidentiality if such concerns exist.

Training

Staff are trained in the delivery of the Relationships, RSE and Health Education Curriculum as part of their induction and is included in our continuing professional development calendar. We utilise external agencies and visitors to support staff training.

Monitoring Arrangements

The monitoring of the delivery of the Relationships, RSE and Health Education Curriculum is delegated to the PSHE/Relationships and Health Education Leaders – one of these is a member of the Senior Leadership Team to ensure that this area of the curriculum is of utmost significance.

Pupils' development in this curriculum area is monitored by the class teachers as part of our internal assessment procedures.

This policy will be reviewed annually by the Senior Leadership Team and PSHE/Relationship and Health Education Leader in conjunction with staff as appropriate. At every review, the policy will be ratified by the local committee of governors.

Last review: October 2021 (for ratification on 29th November 2021)

Next review: October 2022



Appendix 1: PSHE/Relationships Education, Relationships and Sex Education (RSE) and Health Education – Curriculum Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>- To agree class rules and know that rules help us to be safe, happy and help us to learn</p> <p>-To be able to work as part of a group cooperatively</p> <p>Safeguarding:</p> <p>-To know who a stranger is and who trusted adults are (<i>Yasmine and Tom Resource Module One 5-7 Lesson 7 Keeping Safe: Out and About</i>)</p> <p>-To know who I can ask for help if I am lost (<i>Yasmine and Tom Resource Module One 5-7 Lesson 7 Keeping Safe: People Who Can Help Me</i>)</p> <p>-To name safe places for me to go both in and out of school</p> <p>Safeguarding:</p> <p>-To know how to cross the road safely</p>	<p>Anti-bullying (AB Week):</p> <p>-To be able to understand the importance of friendship and kind behaviour (<i>Yasmine & Tom Resource Module One 5-7 Lesson 2: Relationships – Friends</i>)</p> <p>-To recognise when people are being unkind to them or to others, know how to respond and who to tell and what to say</p> <p>-To be able to recognise different types of teasing including name calling and to know that this is unacceptable and wrong and why. (Including the effect on mental health.)</p>	<p>-To understand what we mean by a goal</p> <p>-To know ways I can achieve my goal</p> <p>Safeguarding:</p> <p>-To use ICT responsibly and know how to stay safe online and know who to tell if I feel unsafe</p> <p>Citizenship:</p> <p>-To understand that money comes from different places and that it can be used for different reasons, know about how to keep money safe and choices about spending money</p> <p>Safeguarding:</p> <p>-To know how to keep safe with fire (visit from the LFB)</p> <p>-To know what 999 is used for and when a situation is an emergency or not</p>	<p>-To be able to know about and respect similarities and differences between people</p> <p>-To show that I understand how to show respect for others</p> <p>-To be able to recognise what is fair and unfair</p> <p>-To know how to communicate their feelings to others and recognise how other's show feelings and how to respond</p> <p>-Know that I can go to a trusted adult to help manage my feelings</p> <p>Safeguarding:</p> <p>-To know that all humans need sleep (and why sleep is important), exercise and healthy meals and snacks to maintain a healthy lifestyle, importance of washing hands</p> <p>-To know that anything we put in our mouths can be harmful</p>	<p>-To be able to identify people who are special to us and to know how special people should care for one another</p> <p>-To be able to talk about different kinds of families (<i>Yasmine and Tom Module One 5-7 Lesson 3: Different Families</i>)</p> <p>-To talk about what it means to be a good friend and how to care for my friends</p> <p>Safeguarding:</p> <p>-To know that only a responsible adult can give medicine</p> <p>-To know that some areas of the body are private and the correct names for genitalia</p>	<p>-To know how I have changed since I was a baby</p> <p>Relationships Education</p> <p>-To know how to use my words to keep myself safe (including from adults), including 'yes', 'no', 'I'll ask' and 'I'll tell' and who to go to to get help.</p> <p>-To know the differences between secrets and surprises and to not keep any secret that makes them feel uncomfortable, anxious or afraid</p> <p>-To know what is meant by 'privacy', their right to keep things 'private' and the importance or respecting another's 'privacy'</p> <p>- philosophy session reflecting on the year (to support transition to Y2)</p>
	<p>Coloured Objectives:</p> <p>GREEN: Objectives which could be covered in whole school/KS1/KS2 assemblies</p> <p>BLUE: Taught through all curriculum lessons on regular basis</p> <p>PURPLE: Computing Lessons</p> <p>RED: Science Lessons</p> <p>ORANGE: RE Lessons</p> <p>PINK: PE Lessons</p> <p>HIGHLIGHTED: Must be taught through philosophy</p>					

<p>Year 2</p>	<p>-To be able to think of the importance of rules and to know how my actions affect the environment and others -To know what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond when it is not. To know about boundaries and a person’s right to privacy</p> <p>-To know about laws and who enforces the laws -To begin to know what good manners are and how to demonstrate this</p> <p>Safeguarding: -To be able to talk about the steps for crossing the road safely and can explain this to a friend</p>	<p>-To know how I am the same and different to my friends and why I value this -To understand how sometimes things you do can make somebody else upset or angry and to know who to talk to if we feel unhappy or worried or angry and to know feeling angry is normal. <i>(Yasmine and Tom Resource Module One 5-7 Lesson 2: Feelings – What to do when I feel sad)</i></p> <p>Anti-bullying (AB Week): -To know that people have rights and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others’ bodies and feelings, sharing and turn taking, and to understand that things that have been borrowed need to be returned. - To know strategies to resist teasing or bullying and whom to get help from</p> <p>Safeguarding: -To understand that I can keep myself safe by using my words</p> <p>Relationships Education: -To know that some parts of my body are private PANTASAURUS ASSEMBLY</p>	<p>-To identify ‘some of my strengths as a ‘learner’ and say what I need to get better at -To set a goal and talk about how I can reach it by breaking into smaller steps</p> <p>Safeguarding: -To understand the concept of online bullying and the role of a bystander</p>	<p>-To be able to talk about different feelings and know how to deal with them. -To know that people change as they get older -To make real choices in looking after myself e.g. How much television to watch?</p> <p>Safeguarding: -To know the importance of soap, shampoos and toothpaste in keeping clean and the importance of visiting a dentist -To know that some household products can be harmful if not used properly</p>	<p>-To know that I am cared for by my family/groups and communities and who I care for. To know that people still care for me even if they are not there all the time -To know how family and friends should care for one another-providing love, security, and stability and should make them feel safe and wanting to spend time together -To know that we have a mental health as well as a physical health</p> <p>Safeguarding: -To understand how to stay safe online, to know that sometimes people behave differently online or are not who they are pretending to be -To know that some computer games and online gaming have age restrictions <i>(Yasmine and Tom Resource – Module One 5-7: Lesson 7 – Taking Care Online)</i></p>	<p>-To know that I can make changes happen from the choices I make and to know that some changes can be made quickly and easily or can take longer. -Recognise changes that can be made to improve the local, natural environment including by conserving energy</p> <p>Citizenship: -To be able to make choices about how to spend and save money Sensibly</p>
<p>Coloured Objectives: GREEN: Objectives which could be covered in whole school/KS1/KS2 assemblies BLUE: Taught through all curriculum lessons on regular basis PURPLE: Computing Lessons RED: Science Lessons ORANGE: RE Lessons PINK: PE Lessons HIGHLIGHTED: Must be taught through philosophy</p>						

<p>Year 3</p>	<p>-To know that there are different kinds of responsibilities in school. -To be positive about facing new challenges. -Begin to recognise when they need help and from where to seek advice and to keep asking until they are heard and to manage the feelings that come with challenges -To begin to understand that it is common for people to experience mental ill health and know that problems can be resolved with the right support</p>	<p>-To be able to give my own opinions. -To listen and value someone else's opinion -To recognise differences in people and know how to respect differences -To know what we mean by anger and be able to describe what makes me feel angry. Anti-bullying (AB Week) -To be able to talk about different types of bullying including, discrimination, teasing, bullying, and aggressive behaviours -To recognise how bullying make people feel and how it affects them, including isolation and loneliness -To talk about how to help others who are being bullied -To talk about how to help others who are bullying</p>	<p>Keeping Healthy: -Plan and prepare healthy snacks. -Understand the characteristics of an unhealthy diet -To know that physical illnesses have a range of symptoms and how to tell an adult about them appropriately</p> <p>Philosophy circle times to address any friendship difficulties/issues.</p>	<p>-To set a goal and understand how to achieve it -To know how to work towards a goal -To be able to recognise when a goal has been achieved -To recognise that my actions affect others and myself -To know what we like to learn and how -To be able to recognise the different emotions of surprise and assertiveness -To be able to talk about something positive in everyone and know that similarities and differences can come from different factors Safeguarding: -To understand what bacteria is -To know there are different diseases and conditions and talk about how disease is spread</p>	<p>-To talk about how people's actions including my own, affect how others feel -To know that there are a variety of jobs and they are all valuable Safeguarding: -To talk about the different types of crossings there are -To talk about how to stay safe near water</p>	<p>-Be able to recognise how change can make people feel and describe changes that have already happened to make things better Safeguarding: -To know how to be responsible use of ICT and how to stay safe online, including how to report concerns -Importance of protecting passwords -To know about 'trolling', how to respond and how to ask for help Citizenship Education -To understand people work to earn a living and develop an initial understanding of the concepts of 'tax', 'loan', 'debt' and 'VAT' Relationships Education: -To understand the concept of keeping something confidential or secret, when they should not agree to this and when it is right to 'break a</p>
<p>Coloured Objectives: GREEN: Objectives which could be covered in whole school/KS1/KS2 assemblies BLUE: Taught through all curriculum lessons on regular basis PURPLE: Computing Lessons RED: Science Lessons ORANGE: RE Lessons PINK: PE Lessons HIGHLIGHTED: Must be taught through philosophy</p>						

				and how it can be prevented from spreading -To know that an active lifestyle can support positive mental well being		confidence' or 'share a secret' -To know how bodies change as we grow up
Year 4	<p>Relationships Education Lesson 1. -To know that we have the right to protect our body from inappropriate and unwanted contact (<i>Yasmine and Tom Resource Module 2 7-9 Lesson 6: My Personal and Private Body Parts and Keeping Safe</i>) -To begin to learn different strategies that we can use to get help for myself or a friend -To understand personal boundaries and identify what is appropriate to share (<i>Yasmine and Tom Resource Module 2 7-9 Lesson 6: Personal Space</i>) -To know that we all have rights to privacy</p> <p>Lesson 2. -To be aware of different types of relationships and to know the skills needed to build effective relationships</p> <p>Lesson 3. -To be able to reflect on the differences between male and female that aren't physical</p> <p>Safeguarding: -To use ICT safely and stay safe online (ongoing) -To know what constitutes a healthy relationship online, how to form and maintain</p>	<p>-To know what skills make an effective friendship and recognise ways in which a friendship could be unhealthy and who to get help from (<i>Yasmine and Tom Resource Module Two 7-9 Lesson 4 Relationships: What makes a good friend?</i>) -To recognise the feelings of anger and know that there is a spectrum of 'normal' feelings and talk about how to avoid conflict when my friends or I am angry -To begin to deepen their understanding of good and not so good feelings and extend their vocabulary to enable pupils to talk about the range and intensity of feelings</p> <p>Anti-bullying (AB Week): -To recognise and understand the different types of bullying and the reasons why people might bully others -To recognise how bullying could make me and others feel and with support I can develop strategies for helping others who are bullying and are being bullied</p>	<p>-To talk about how to be an effective learner and understand that different people learn in different ways. -To understand that sometimes I will find my learning difficult and recognise difficulty while learning -To know what is meant by habit and how they are hard to break</p> <p>Safeguarding: -To know and share the different ways to stay healthy through exercise</p>	<p>-To reflect on social, moral, spiritual and cultural issues to understand other people's experiences -To understand and show empathy</p> <p>Safeguarding: -To be able to explore and talk about the risks when near railways lines. -To know that social media, some computer games and online gaming is age restricted and why and can have an impact on mental health</p>	<p>-To be able to describe how I feel about important people in my life and know who to talk to if family life is making them feel unhappy or unsafe - To recognise the characteristics of healthy family life and who I can talk to if I need support and understand how I can affect the way I feel (<i>Yasmine and Tom Module Two 7-9 Lesson 5 Relationships: Getting on with you Family</i>) -To begin to understand the emotion of loss and relate it to my own experiences -To know and believe that everyone is special</p> <p>Safeguarding: -To understand the difference between the terms 'risk', 'danger',</p>	<p>-To recognise and share why change sometimes feels uncomfortable -To reflect on my development since I was baby -To know that we grow and change but we keep our identity -To know that other people's actions affect others</p> <p>Citizenship: -To show an understanding of what we mean by democracy -To begin to relate the ideas of democracy to classroom activities -To know how to look after money and realise that future wants and needs may be met through saving</p>

Coloured Objectives:
GREEN: Objectives which could be covered in whole school/KS1/KS2 assemblies
BLUE: Taught through all curriculum lessons on regular basis
PURPLE: Computing Lessons
RED: Science Lessons
ORANGE: RE Lessons
PINK: PE Lessons
HIGHLIGHTED: Must be taught through philosophy

Year 5	<p>-To identify and describe how I feel when starting something new</p> <p>-To know how to make a clear and efficient call to emergency services and know concepts of basic first aid for example dealing with common injuries, including head injuries</p> <p>Safeguarding</p> <p>-To know how to use technology responsibly (computers & mobiles) and know it's important to balance time spent online</p>	<p>-To understand different emotions, why we might feel this way and how to cope with these emotions (focus on anger and embarrassment)</p> <p>-To resolve differences by looking at alternatives, making decisions and explaining choices</p> <p>Anti-bullying (AB Week):</p> <p>-To understand there are consequences for different behaviours</p> <p>-To recognise types of bullying, why people might bully and how it can make people feel (including peer pressure)</p>	<p>-To consider how reaching my goals in different ways impacts me and others</p> <p>-To consider social and moral dilemmas I come across in everyday life e.g. aggressive behaviour, questions of fairness, right and wrong, simple political issues</p> <p>-To know what improves and harms their local, natural and built environments and about some of the ways people look after them</p> <p>Safeguarding:</p> <p>-To understand the media presents information in different ways and that this may be misleading and understand the impact of positive and negative content online on own and other's mental well-being (Yasmine & Tom Module 3 9-11 Lesson 6 Keeping Safe: Online Images)</p>	<p>-To know a range of simple self-care techniques – impact of rest, benefit of hobbies etc</p> <p>-To understand the importance of self-respect and how this links to our happiness</p> <p>-To be aware of similarities and differences between myself and others and show respect and understanding for other peoples' points of view</p> <p>-To know that living under the rule of law protects individual citizens and is essential for their well-being and safety, and that the freedom to choose and hold other faiths and beliefs is protected in law</p>	<p>- To discuss and consider the concept of stereotyping</p> <p>-To know there are different types of relationships</p> <p>Safeguarding:</p> <p>-To discuss and consider the concept of making an informed choice</p> <p>-To know how to manage requests of images of myself and others and to know what is appropriate and what is not</p>	<p>-To know the physical and emotional changes during puberty (Yasmine and Tom Resource Module 3 9-11 Lesson 7, 8, 9 – Puberty, Periods & Wet Dreams)</p> <p>-To know some cultural practices are not allowed in the UK (FGM/forced marriage)</p> <p>-To understand the role of voluntary, community and pressure groups</p> <p>-To know how to recognise early signs of physical illness such as weight loss or unexplained changes to the body</p>
<p>Coloured Objectives:</p> <p>GREEN: Objectives which could be covered in whole school/KS1/KS2 assemblies</p> <p>BLUE: Taught through all curriculum lessons on regular basis</p> <p>PURPLE: Computing Lessons</p> <p>RED: Science Lessons</p> <p>ORANGE: RE Lessons</p> <p>PINK: PE Lessons</p> <p>HIGHLIGHTED: Must be taught through philosophy</p> <p>BROWN: Geography Lessons</p>						
Year 6	<p>-To understand and discuss how democracy works (link to writing class rules or other democratic approaches)</p>	<p>- To know that differences are due to a variety of factors and assumptions should not be made</p>	<p>- To understand how immunisations work and their importance for public health</p>	<p>-To recognise my worth as an individual</p>	<p>-To know ways to help those who want to share their feelings</p>	<p>- To face new challenges positively (link to</p>

	<p>in the classroom) - House Captain Voting</p> <ul style="list-style-type: none"> - To understand what makes effective group work - To know how to make responsible choices and changes -To understand that mental health is a normal part of daily life and it is common for people to experience mental ill health <p>Safeguarding:</p> <ul style="list-style-type: none"> - To know strategies to stay safe online and know who can help keep us safe online - To know what constitutes a positive, healthy online relationship 	<p>- To recognise others' points of view and respond responsibly</p> <ul style="list-style-type: none"> - To recognise that we can feel conflicting emotions - To recognise and manage 'dares' and peer pressure and when/when not to stay friends (<i>Yasmine & Tom Module 3 9-11 Lesson 4: Peer Pressure</i>) <p>Anti-Bullying</p> <ul style="list-style-type: none"> - To realise consequences of anti-social, aggressive, and harmful behaviour - To recognise and challenge stereotypes (including discrimination) 	<p>Safeguarding:</p> <ul style="list-style-type: none"> - To recognise risks in different situations and manage these - To understand pressure to behave in unacceptable ways can come from a variety of sources and know how to resist pressure 	<ul style="list-style-type: none"> -To understand personal boundaries and our rights to privacy -To recognise how healthy and unhealthy relationships can impact us and those around us. - To know the importance of sufficient - good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn 	<ul style="list-style-type: none"> -To understand what forgiveness means - To know which, why and how commonly available drugs and substances can damage their health and safety -To know that resources can be allocated in different ways and that these economic choices affect individuals, communities and sustainability of the environment (sustainability addressed during Sutton Life Centre trip & during Mexico theme) 	<p>secondary school transition)</p> <ul style="list-style-type: none"> - To know the difference between sex, gender, identity and sexual orientation -To understand what marriage and civil partnership are and who they are available to To develop an understanding of the concepts of 'interest', 'loan', 'debt' and 'tax' To know about safe and unsafe exposure to the sun and how to reduce the risk of sun damage, including skin cancer <p>Relationships and Sex Education (this is the non-statutory part of the curriculum)</p> <ul style="list-style-type: none"> To know how a baby is conceived and develops To explain what happens when a baby is born (<i>Yasmine & Tom Module 3 9-11 Lesson 10,11,12</i>)
		<p>Coloured Objectives:</p> <ul style="list-style-type: none"> GREEN: Objectives which could be covered in whole school/KS1/KS2 assemblies BLUE: Taught through all curriculum lessons on regular basis PURPLE: Computing Lessons RED: Science Lessons ORANGE: RE Lessons PINK: PE Lessons HIGHLIGHTED: Must be taught through philosophy 				

