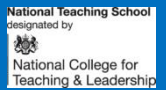


# Policy for Relationships Education, Relationships & Sex Education (RSE) and Health Education

## Related Policies:

PSHE Policy  
Online-safety Policy  
Safeguarding Policy  
Equalities Policy  
Inclusion Policy  
Anti-bullying Policy

Policy Updated: January 2020  
Future Review: Spring 2021



# Nurture ~ Believe ~ Discover ~ Achieve

## OUR CHRISTIAN VISION

Our vision for Woodstock CE Primary School reflects a passionate commitment to learning and recognition of the uniqueness of individual learners. Guided by our Christian values, it is driven by our desire to offer the best possible education for our pupils in partnership with parents, the Church and the local community.

**Woodstock CE Primary School will be a centre for learning where adults and children:**

- ✓ **Nurture** and prioritise wellbeing and development.
- ✓ **Believe** in themselves and in each other.
- ✓ **Discover** their own strengths and become successful lifelong learners.
- ✓ **Achieve** more than they ever thought possible.

## OUR CHRISTIAN ETHOS

Recognising our historic foundation, we will preserve and develop our religious character in accordance with the principles of the Church of England and in partnership with the Churches at parish and diocesan level.

Woodstock CE Primary School strives to be an inclusive community where children grow, learn and achieve together. Within a nurturing, supportive and safe environment, mental health and wellbeing is at the heart of everything we do and recognised as the responsibility of all. Children's natural curiosity is fostered through a creative curriculum that excites and challenges, and enables them to be successful learners. Supported by a culture of equality and aspiration we aim to remove disadvantage so that every child can thrive.

We are committed to providing an education of the highest quality within the context of Christian belief and practice. We encourage an understanding of the meaning and significance of faith, and promote Christian values through the experience we offer to all our pupils.

*"For I know the plans I have for you", declares the Lord, "plans to prosper you and not to harm you, plans to give you hope and a future." Jeremiah 29, v11*

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# Policy for Relationships Education, Relationships & Sex Education (RSE) and Health Education

*Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools*

Secretary of State Foreword in Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance for governing bodies, headteachers and teachers (DfE, 2019)

## INTRODUCTION

The school's commitment to promoting the personal and social development, health and mental wellbeing of our pupils is reflected in our statement of aims and values. This underpins the Christian ethos of Woodstock CE Primary School and is reflected in our policies and in the breadth of the curriculum – including the teaching of Personal, Social, Health & Economic Education (PSHE) and Relationships and Sex Education (RSE). RSE is learning about the emotional, social and physical aspects of growing up, relationships, sexuality and sexual health, healthy lifestyles, diversity and personal identity. It supports the wider work of the school in helping to foster pupils' wellbeing and develop their resilience and character.

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Children can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. PSHE & RSE support the wider work of the school in helping children to develop resilience, to know how and when to ask for help, and to know where to access support. High quality, evidence-based and age-appropriate teaching of these subjects can help prepare them for the opportunities, responsibilities and experiences of adult life.

Whilst we use sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. It is taught sensitively and inclusively, with respect to the backgrounds and beliefs of our pupils and parents. Relationship & Sex Education upholds Christian values regarding marriage and relationships, while being mindful of the circumstances of our pupils and the variety of expressions of family life in our culture. Pupils are given the opportunity to explore their own attitudes, values and beliefs and to develop an individual moral code that will guide their actions, within the understanding of the right of others to frame and hold their own views with an expectation of respect.

The new Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools; sex education is not compulsory. The DfE recommends that primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of its pupils. It should ensure 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, puberty and main external body parts. At Woodstock Primary, Governors see sex education as an important aspect of the school curriculum for our older pupils and ensure that it has due regard to moral considerations and the importance of family life.

Set within the school's Christian ethos, RSE has always been part of our curriculum provision for Personal, Social & Emotional Education (PSHE) with Sex Education being taught in Years 5 and 6. The focus of RSE at Woodstock Primary is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. We want children to form a strong early understanding of the features of relationships that are likely to lead to happiness and security; and to recognise any less-positive relationships when they encounter them. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact - these are the forerunners of teaching about consent, which takes place at secondary school.

As a school we believe the role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children and have the most significant influence in enabling their children to grow and mature and to form healthy relationships. We believe that RSE should be complementary and supportive to the role of parents and therefore, that the School's Policy for Relationship and Sex Education should reflect consultation with parents and governors.

## **POLICY DEVELOPMENT**

This Policy has been developed and reviewed following the publication of Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance for governing bodies, headteachers and teachers (DfE, 2019) and informed by consultation with parents in the Autumn Term 2019. A summary of findings from the survey is included at the back of the Policy. It is the aim of governors and senior leaders that this Policy meets the needs of pupils and parents and reflects the Woodstock Primary School community.

This Policy was approved by members of the H&S Committee and adopted by the Governing Body at their Spring Term 2020 meeting.



## EQUALITY

As a school we take our responsibilities under The Equality Act 2010 seriously. Prior to the teaching of sex education, we consider the makeup of our pupil body, including the gender and age of children and whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics (which mean that they are potentially at greater risk). We consider what we can do to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment, which challenges perceived limits on pupils, based on their gender or any other characteristic. We are mindful to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff understand that they have an important role to play in modelling positive behaviours.

Where appropriate, reasonable adjustments will be made to alleviate disadvantage and teachers will be aware of the SEND code of practice when planning for RSE to ensure teaching is delivered in ways that are accessible to all pupils with SEND.

## RELATIONSHIPS EDUCATION

The focus of Relationships Education is on teaching the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships, and relationships with other children and with adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. Building on early education, pupils are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

Respect for others is taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on. From Nursery, teachers talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help children to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of primary school, most children will already be using the Internet. Teachers will address online safety and appropriate behaviour in a way that is relevant to pupils' lives; they will include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children, including for example, single parent families, LGBT parents, families headed by grandparents, adoptive and foster parents/carers. Care is taken by teachers to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them, for example looked after children or young carers.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

Relationships Education also provides opportunity for children to be taught about positive emotional and mental wellbeing, including how friendships can support this.

Through Relationships Education and RSE children are taught the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This is delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This includes understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils are taught how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support the safeguarding of children.

## By the end of primary school:

### Families and people who care for me

#### Pupils should know:

- 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

#### Pupils should know:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

### Respectful Relationships

#### Pupils should know:

- 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

### Pupils should know:

- 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

### Pupils should know:

- 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, for example family, school and/or other sources.

## SEX EDUCATION

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Whilst Sex Education is not compulsory in primary schools, the Governing Body have taken the decision that it should be integral to provision for RSE at Woodstock CE Primary School and be delivered through the curriculum programme for PSHE.

Significant elements of RSE are included in the national curriculum for Science. There is a statutory duty upon schools to teach these aspects. The national curriculum for science includes content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. The school's programme for sex education is tailored to the age and the physical and emotional maturity of our pupils, and is fully informed by what children, parents and staff tell us. It is designed to help children grow, learn, and develop positive, healthy behaviours for life. Our current Y5/6 pupils tell us, that through sex education *they are reassured that the changes they are going through, or will go through, are completely normal and that they happen to everyone, just at different times. It also makes it ok that there are different kinds of relationships and no stable and supportive family group is better than another.*

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. Our taught programme ensures 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. It also develops a positive vocabulary, and the strategies and skills children need to stay healthy and safe.

RSE links to the curriculum for Computing & Online Safety. Children and young people are growing up in a culture where technology and social media are important resources for learning and sharing information. Through RSE they are encouraged to think about what they want others to know and see about them - both online and offline; they are taught about potential risks associated with the Internet and about safe use of social media. Robust filtering systems protect pupils from accessing unsuitable materials on the Internet when in school.

'Sexting' and other self-made images and messages of a sexual nature raise particular issues of safety, privacy, peer influence and personal responsibility. As a school we address privacy and boundaries from a very early age in the context of personal safety and abuse. Specific work about 'sexting' is addressed if it is identified as a potential issue. Teaching covers communication skills, attitudes and values, the law, acceptable and unacceptable behaviour, and how to seek help. Pupils learn that it is illegal to produce, possess or distribute an indecent image of a person under the age of 18 – even if it's a picture of themselves, and that these laws have been created to protect children and young people.

RSE is delivered by class teachers who understand the importance of being positive role models and displaying the qualities essential to good relationships. We value the specialised knowledge, experience and resources of health professionals and as such whilst most teaching will take place in a whole class setting, opportunity will be provided for girls to talk with the School Nurse and have any questions answered, and for boys to talk with a male GP from the Woodstock Surgery. Such visitors are provided with a copy of the school's RSE Policy and will be fully briefed by class teachers, so their input appropriately complements the work of the school.

In Years 5 & 6 pupils are taught about changes in the body related to puberty, such as periods and voice breaking; when these changes are likely to happen; what issues may cause young people anxiety and how they can deal with these; and about how a baby is conceived and born. Girls should be prepared for menstruation before their periods start. Class teachers will ensure all girls are clear of the arrangements in school to help them cope with menstruation and from whom sanitary protection is available. Occasions will arise when the teaching of unrelated topics will result in discussion of aspects of sexual behaviour. Sexual matters may occur across the curriculum and answers will not constitute sex education so long as discussion is relatively limited and set within the context of the other subject. When this involves a child, who has been withdrawn from sex education, teachers will need to balance the need to give proper attention to the relevant issues with the need to respect pupils' and parents' views and sensitivities.

Teachers are mindful that for pupils who are or have experienced unhealthy or unsafe relationships at home or socially, the school may have a particularly important role in being a place of consistency and safety where they can easily speak to trusted adults, report problems and find support.

## Confidentiality

Teachers understand that the provision of advice to individual pupils should be undertaken with considerable care, particularly if this relates to sexual behaviour. The dividing line between good pastoral care and trespassing on the proper exercise of parental rights and responsibilities is very narrow.

Teachers need to be aware that during effective RSE pupils will be taught about what is and is not acceptable in a relationship, and this can lead to disclosure of a child protection issue.

If a member of staff (teaching or non-teaching) suspects that a child is a victim of abuse or they have reason to believe that he/she is at risk of abuse, they should report their concerns or suspicions to the Headteacher, as the member of staff with designated responsibility for child protection, and follow the procedures set down in the school's Child Protection Policy.

### *Key Principles of the School's Confidentiality Policy*

- Pupils and parents and carers will be made aware of the school's Confidentiality Policy and how it works in practice.
- Pupils will be reassured that their best interests will be maintained.
- Pupils will be encouraged to talk to their parents or carers and will be given support to do so.
- Pupils will know that teachers cannot offer unconditional confidentiality.
- Pupils will be reassured that, if confidentiality has been broken, they will be informed first and then supported as appropriate.
- If there is any possibility of abuse, the school's Child Protection procedure will be followed.
- Pupils will be informed of sources of confidential help, for example, the school nurse, counsellor, GP or local young person's advice service.
- Ground rules will be established and used in lessons.

The School's Confidentiality Policy will be shared with pupils through the PSHE curriculum. Parents and carers will be made aware of the Policy via the school's website.

## Use of materials

Resources to be used in the teaching of sex education are assessed as part of the review cycle of policy and practice to ensure that they are appropriate for the age and maturity of pupils, and sensitive to their needs.

Prior to the teaching of sex education in Years 5 and 6, parents are invited into school to discuss what will be taught, address any concerns and provide support in managing conversations with their children on these issues. They can view materials, including any DVD footage to be used.

## Right to withdraw from sex education

As a school we will always seek to work in partnership with parents believing this is essential to effective RSE. Parents are the key people in teaching their children about sex education and growing up; the school's RSE programme is designed to complement and support parents in their role.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. If a parent wishes to withdraw their child, they should put their request in writing to the Headteacher – a reason does not have to be given.

Before granting any such request the Headteacher will discuss the request with parents to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum; the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child will be explained. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead). Any such discussion will be documented to ensure a record is kept.

The Headteacher will automatically grant a request to withdraw a pupil from any sex education delivered, other than as part of the science curriculum. If a pupil is excused from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

### Specific topics that are not covered

Following consultation with parents it is agreed that it is not considered appropriate to the needs of children at Woodstock Primary for some specific issues to form part of the planned teaching programme for sex education. These issues include:

- Contraception, however, it is considered appropriate that children are aware that pregnancy can be avoided through abstinence and other methods.
- Age of consent; what consent is and is not
- Abortion
- HIV/AIDS and sexually transmitted infections
- Pornography
- Female Genital Mutilation (FGM)

It is to be expected that reference to these topics could arise in discussion. Teachers will need to balance the need to give proper attention to relevant issues with the need to respect pupils' and parents' views and sensitivities.

All the above aspects are covered within the statutory RSE guidance for secondary schools.

### Teaching strategies used for delivering Relationships and Sex Education

It is essential, that as a school we help our pupils develop confidence in talking, listening and thinking about Relationships and Sex Education. Teachers and other staff can use a range of teaching strategies to help them do this, including establishing ground rules, introducing 'distancing' techniques, making use of discussion and project learning, and encouraging reflection.

**Ground Rules** - A set of ground rules will help teachers create a safe environment in which they do not feel embarrassed or anxious about unintended or unexpected questions or comments from pupils. Ground rules will be developed with each class at the outset of a PSHE unit relating to RSE. Ground rules will address these principles:

- No one (teacher or pupil) will have to answer a personal question.
- No one will be forced to take part in a discussion.
- Only the correct names for body parts will be used.
- Meanings of words will be explained in a sensible and factual way.

**Distancing techniques** - Teachers can avoid embarrassment and protect pupils' privacy by always depersonalising discussions. For example, role play can be used to help pupils 'act out' situations. Case studies with invented characters can help pupils discuss sensitive issues and develop their decision-making skills in a safe environment.

**Managing difficult questions** - Teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting. Many teachers are concerned about responding to unexpected or difficult questions from pupils in a whole-class situation.

Having a set of ground rules and a 'question box' available for pupils to put in their questions, anonymously if they wish, should reduce the chances of this happening but teachers will need support and training so that they are prepared for the unexpected. For example:

- If a question is too personal, the teacher should remind the pupil of the ground rules. If the pupil needs further support, the teacher can suggest she or he might like to discuss that with her or his family; or refer him or her to the appropriate person, such as the school nurse, helpline, or an outside agency or service.
- If a teacher doesn't know the answer to a question, it is important to acknowledge this, and to suggest that the pupil or teacher or both together research the question later.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later, on an individual basis. In this way, the pupil will feel they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information. To maintain trust and respect the teacher must remember to talk with the pupil later.
- If a teacher is concerned that a pupil is at risk of sexual abuse, they should follow the school's child protection procedures.

### **Discussion**

Research into what makes RSE effective shows that discussion encourages learning and is enjoyed by pupils. Methods used will include techniques such as the use of circle time.

### **Reflection**

Reflection is crucial for learning as it encourages pupils to consolidate what they have learned and to form new understanding, skills and attitudes. Teachers can help pupils reflect on their learning using skilful questioning.

### **Input from health professionals**

Working with health professionals can enhance delivery of RSE and Health Education, bringing in specialist knowledge and different ways of engaging with children. Teachers will ensure that the content delivered by visitors fits with the planned programme and this Policy. Health practitioners are bound by their professional codes of conduct to maintain confidentiality. When working in a classroom situation they should follow the School's Confidentiality Policy. In-line with best practice they will seek to protect privacy and prevent inappropriate personal disclosures in the classroom by using the negotiated ground rules and distancing techniques. Teachers will ensure visitors understand how safeguarding reports should be dealt with in-line with school policy.

## PHYSICAL HEALTH & MENTAL WELLBEING

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources. Staff promote pupils' self-control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges.

As a school we were very proud to achieve the Wellbeing Award for Schools in December 2019 in recognition of our work to ensure that mental health and wellbeing are at the heart of school life. Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa. This starts with pupils being taught about the benefits and importance of daily exercise, good nutrition and enough sleep, and giving children the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

Teachers go on to talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid. Emphasis is given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors.

Puberty including menstruation is included within the planned programme for Health Education and delivered through the curriculum for RSE. This ensures male and female pupils are prepared for changes they and their peers will experience. In addition to curriculum content, arrangements are made to help girls prepare for and manage menstruation including with requests for menstrual products.

Further children are taught:

- The benefits of hobbies, interests and participation in their own communities. Teaching makes clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (for example the scouts or girl guide movements), are beneficial for health and wellbeing.
- About the benefits of rationing time spent online and the risks of excessive use of electronic devices. As children move through the school, they are taught why social media, computer games and online gaming have age restrictions and are equipped to manage common difficulties encountered online.

**By the end of primary school:**

### Mental wellbeing

#### Pupils should know:

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

## Internet safety and harms

### Pupils should know:

- That for most people the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- Why social media, some computer games and online gaming, for example, are age restricted.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.

## Physical health and fitness

### Pupils should know:

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle (including obesity).
- How and when to seek support including which adults to speak to in school if they are worried about their health.

## APPENDICES

- Appendix One** Summary of findings from RSE Parent Consultation – Autumn 2019
- Appendix Two** Curriculum Framework for PSHE including RSE and Health Education



# Relationship & Sex Education at Woodstock CE Primary School



## Summary following consultation on Relationship & Sex Education – Autumn 2019

In-line with our 3-year review cycle and to reflect 2019 Department for Education statutory guidance we are in the process of reviewing and revising the School's Policy for Relationship and Sex Education (RSE). We thank all those parents who contributed to the consultation process by returning completed questionnaires in the Autumn Term. Fifty-three questionnaires were received representing 67 pupils (Y1-Y6); the responses were fairly balanced across the phases – 36% parents from KS1; 31% from Y3/4; and 33% from Y5/6. Senior Leaders and members of the Governing Body will meet in the next few weeks to discuss parent's responses and review the School's Policy for Relationship and Sex Education. When the revised Policy has been agreed it will be posted on the school's website. Parents will be told of its availability in the Woodstock Weekly.

The new Relationships Education, RSE, and Health Education (England) Regulations have made Relationships Education compulsory in all primary schools; sex education is not compulsory. The DfE recommends that primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of its pupils. It should ensure 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, puberty and main external body parts. At Woodstock Primary, Governors see sex education as an important aspect of the school curriculum for our older pupils, and ensure that it has due regard to moral considerations and the importance of family life.

Set within the school's Christian ethos, RSE has always been part of our curriculum provision for Personal, Social & Emotional Education (PSHE) with Sex Education being taught in Years 5 and 6. The focus of RSE at Woodstock Primary is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. We want children to form a strong early understanding of the features of relationships that are likely to lead to happiness and security; and to recognise any less-positive relationships when they encounter them. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact - these are the forerunners of teaching about consent, which takes place at secondary school.

As a school we believe the role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children and have the most significant influence in enabling their children to grow and mature and to form healthy relationships. We believe that RSE should be complementary and supportive to the role of parents and therefore, that the School's Policy for Relationship and Sex Education should reflect consultation with parents and governors.

Thank you to everyone who found the time to share their thoughts about this important aspect of children's learning and development.

Lisa Rowe  
January 2020

## SRE QUESTIONNAIRE – Autumn 2019

To inform the review of our Policy for Relationships and Sex Education parents were asked their views on the following statements:

	Agree	Unsure	Disagree	Representative Comments
<i>Do you think Sex Education should be taught within RSE at Woodstock Primary?</i>	91%	4%	6%	<ul style="list-style-type: none"> <li>• Yes, by people with relevant training and not as part of biology.</li> <li>• Very important</li> <li>• Within the context of children's ages</li> <li>• I think it should be covered in some sense but should ultimately be the parents' job.</li> <li>• Should be left until Year 7.</li> </ul>
<i>RSE should be taught as a partnership between home and school.</i>	96%	-	4%	<ul style="list-style-type: none"> <li>• Yes, but you can never make any assumptions about what is taught in the home, so from a rights-based point of view it is crucial schools cover it.</li> <li>• A reading list would be helpful.</li> </ul>
<i>The teaching of RSE should give balance to the information children discover from their friends and the media.</i>	91%	9%	-	<ul style="list-style-type: none"> <li>• Absolutely</li> <li>• Not sure this is relevant in primary school, maybe in Years 5&amp;6.</li> <li>• Important to give factual information to counteract what they hear in the playground.</li> </ul>
<i>Some aspects of sexual behaviour should not be discussed in primary school.</i>	72%	13%	15%	<ul style="list-style-type: none"> <li>• Depends on many factors, including the cohort of children and any issues in the year group.</li> <li>• I trust the school to judge this appropriately.</li> <li>• Some aspects should be taught as children reach puberty and are emotionally mature enough to understand.</li> <li>• It needs to be age appropriate.</li> <li>• At this stage some children are not ready to have too much detail – each parent should judge their own child.</li> <li>• Children are exposed to a lot more, a lot earlier so a careful discussion about anything necessary should be had in consultation with parents.</li> <li>• Aim for open and informative approach.</li> <li>• Safeguarding covers any aspect of abuse, or unsafe behaviour and may require any topic to be covered 1:1 or with professionals.</li> <li>• We live in a diverse society so children should be aware of all aspects of sexual behaviour and develop an accepting unbiased attitude with the help of school and parents.</li> </ul>

Parents were asked which of the following aspects should be covered within the School's programme for Sex Education (within RSE) and the age at which you think the teaching of these should begin:

Please tick the appropriate boxes...				KS1	Years 3/4	Years 5/6	Secondary School
	Yes	No	Unsure				
How our bodies change when we are growing up	statutory			29%	40%	31%	-
How are babies conceived and born	statutory			22%	20%	49%	10%
What makes girls and boys different	100%	-	-	37%	35%	23%	4%
Keeping secrets if they relate to being safe	66%	12%	22%	61%	11%	23%	5%
Menstrual wellbeing including the key facts about the menstrual cycle	statutory			7%	17%	74%	2%
Puberty and the changing adolescent body, including physical and emotional changes	statutory			7%	14%	78%	2%
Sexuality & gender identity	79%	10%	10%	13%	13%	37%	37%
Contraception	79%	16%	5%	4%	-	38%	57%
HIV and AIDS	82%	11%	8%	2%	2%	31%	65%

Consent, including the age of consent	85%	8%	8%	12%	8%	30%	50%
Abortion	68%	19%	14%	2%	4%	15%	79%
Different relationships and families, including same-sex relationships	85%	10%	5%	44%	8%	30%	18%
Online behaviours including image and information sharing (including sexting, cyberbullying)	94%	3%	3%	18%	12%	55%	16%
Pornography	57%	30%	14%	2%	5%	28%	65%
How the media affects ideas about body image and sexual behaviour	87%	8%	5%	6%	15%	46%	33%
Recognising and reporting abuse, including emotional, physical and sexual abuse	97%	3%	-	31%	25%	29%	15%
Female Genital Mutilation (FGM)	64%	33%	3%	2%	9%	27%	62%

#### Parents were invited to make further comments. The range of comments included:

- *Choice in difference and respecting difference are very much part of our communications at home so many issues we have talked about as appropriate. At the right times/drip fed/discuss themes and issues in books. I have found PSHE for my daughter to be very positive and she is looking forward to RSE. I would find it helpful to know what is covered and when, so we can discuss at home. (KS1/Y5/6 parent)*
- *Thank you for the opportunity to comment. The risk of allowing the Internet to be the sole source of information for children is frightening. It is crucial that adequately trained teachers can do this work. Please also consider bringing in experts to support you. (KS1 parent)*
- *I feel talking about sexuality/gender identity is more appropriate at secondary school. I would like to see same-sex parents (and all kinds of families) recognised from Nursery, e.g. in picture books. (KS1 Parent)*
- *RSE should be delivered by experts/teachers who are confident and open to the discussions that these lessons may lead to. Parents should be given the opportunity to review all information that may be given to children. In addition to RSE, I strongly believe pregnancy, labour and breastfeeding should be discussed at home to help normalise it in our culture. (KS1 parent)*
- *I think that issues such as same sex relationships should be part of the daily vocab throughout the school community and not a taboo subject. Although I think there are other issues that should be discussed later in the school years. I strongly feel that an open, honest approach is best and means that normal developments are not made taboo or something to be discussed secretly or to be made to feel ashamed of. (KS1 & Y5/6)*
- *I would like my children to have positive balance between awareness and knowledge so they can make good choices and the innocence of being primary age. I don't want them to know too much, too young. But we want them to be prepared. It is a tough balance. (KS1 & Y3/4 Parent)*
- *Consent and keeping 'secrets' from abusers are paramount. I would like more information on how same sex relationships are presented. (Y3/4 parent)*
- *As a school Health Nurse/health Visitor, I believe it is very important to have an updated school policy for relationships and Sex Education to reflect current evidence and the society children are living in today. Children should be educated from an early age on healthy vs unhealthy relationships, how to keep themselves safe, understand how their bodies work and change, and to understand puberty, how babies are made etc, gender issues and cultural practices that are illegal such as FGM. (Y3/4 parent)*
- *My daughter is too young at 7 to be taught about a lot of the topics involved in SE and I think that she will ask us questions when she is ready to. I don't believe that children need sex education until they are 10-11 years old. (Y3/4)*
- *I think sensitive issues such as pornography and FGM should be handled at home. (Y3/4 parent)*
- *Suggestions for co-reading material (parents with children) would be appreciated. Thank you. (Y3/4; Y5/6 parent)*
- *It is very important that children are educated without embarrassment. Educators need to feel comfortable around the subject, otherwise children can interpret it as something inappropriate. All questions must be answered. (Y5/6)*
- *Trusting relationships with members of staff should allow topics to be discussed as appropriate. Because of the home-school partnership here, staff must be confident NOT to discuss issues, as well as to allow children to ask questions without fear. Parents need to know the level of detail teachers and health professionals will go into. (Y5/6 parent)*
- *My daughter had RSE lessons in Year 5 in the summer term and she was shocked. We had lots of questions we weren't ready to explain, not that we are prudes. I'd have rather told her myself when I thought that the time was right for her. (Y5/6 parent)*
- *I strongly feel that sex should be discussed appropriately from when children first start being curious. If we can remove*

*the stigma then our children are more likely to discuss things openly with us – removing the need for often dangerous ‘secrets’. (KS2 parent)*

**Key principles from the feedback that will inform a revision of the School’s Policy for RSE:**

- Sex Education should be taught within RSE at Woodstock Primary.
- RSE should be taught as a partnership between home and school.
- The teaching of RSE should give balance to the information children discover from their friends and the media.
- Some aspects of sexual behaviour should not be discussed in primary school.
- Sex Education should be delivered by teachers and outside professionals who are appropriately trained and confident to deliver the content.
- SRE should begin in Early Years and in KS1 should include teaching of:
  - What makes girls and boys different
  - Keeping secrets if they relate to being safe
  - Different relationships and families, including same-sex relationships
  - Recognising and reporting abuse, including emotional, physical and sexual abuse
- Parents are given the opportunity to view and ask questions about materials used in the delivery of Sex Education.
- Some aspects should be left to secondary school including contraception, HIV and AIDS, abortion, pornography and FGM.
- Teaching of RSE should be age-appropriate and delivered sensitively.
- The School’s Policy for RSE should reflect current DfE guidance and the society in which children are growing up.
- The following aspects will continue to be included in the Sex Education framework for Years 5 and 6:
  - How are babies conceived and born?
  - Menstrual wellbeing including the key facts about the menstrual cycle
  - Puberty and the changing adolescent body, including physical and emotional changes
  - Online behaviours including image and information sharing (including sexting, cyberbullying)
  - How the media affects ideas about body image and sexual behaviour

The aspect of sexuality and gender identity will be added to the taught programme for this phase.

**During Key Stages 1 and 2**, PSHE education including Relationships Education, Relationships and Sex Education (RSE) and Health Education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

The PSHE Education at Woodstock CE Primary School is planned around three core themes; **Health & Wellbeing**; **Relationships**; and **Living in the Wider World**.

**ESSENTIAL SKILLS:** PSHE education makes a significant contribution to the development of a wide range of essential skills

Intrapersonal Skills Required for Self-management	Interpersonal Skills Required for Positive Relationships	Skills of Enquiry
<ul style="list-style-type: none"> <li>• Critical, constructive self-reflection (including being aware of own needs, motivations and learning, strengths and next steps for development, how we are influenced by our perception of peers' behaviour)</li> <li>• Learning from experience to seek out and make use of constructive feedback</li> <li>• Setting challenging personal goals (including developing strategies to achieve them and knowing when to change them)</li> <li>• Making decisions (including knowing when to be flexible)</li> <li>• Recognising some of the common ways our brains can 'trick us' or 'trap us' in unhelpful thinking (including generalisation, distortion of events, deletion of information, misconceptions or misperceptions about the behaviour of peers)</li> <li>• Resilience (including self-motivation, adaptability, constructively managing change including setbacks and stress)</li> <li>• Self-regulation (including managing strong emotions e.g. negativity and impulse)</li> <li>• Recognising and managing the need for peer approval</li> <li>• Self-organisation (including time management)</li> </ul>	<ul style="list-style-type: none"> <li>• Active listening</li> <li>• Empathy</li> <li>• Communication (non-verbal and verbal including assertiveness and recognising how this differs from aggressive and passive behaviour; being able to present and communicate ideas, arguments and thoughts effectively)</li> <li>• Team working (including agreeing clear and challenging outcomes, facilitation, cooperation, networking and the ability to provide, receive and respond to, constructive feedback and take on different roles; the ability to recognise and learn from others experience)</li> <li>• Negotiation (including flexibility, self-advocacy and compromise)</li> <li>• Recognising and utilising strategies for managing pressure, persuasion and coercion</li> <li>• Responding to the need for positive affirmation for self and others</li> </ul>	<ul style="list-style-type: none"> <li>• Formulating questions</li> <li>• Gathering and using data (including assessing the validity and reliability of sources of data and using a variety of sources)</li> <li>• Analysis (including separating fact from opinion)</li> <li>• Planning and deciding</li> <li>• Recalling and applying knowledge creatively and in novel situations</li> <li>• Drawing and defending conclusions using evidence and not just assertion</li> <li>• Identification, assessment (including prediction) and management of risk</li> <li>• Evaluating social norms</li> <li>• Reviewing progress against objectives</li> </ul>

Core Theme 1: Health & Wellbeing	Core Theme 2: Relationships	Core Theme 3: Living in the Wider World
<ul style="list-style-type: none"> <li>• Healthy Lifestyles (Physical Wellbeing)</li> <li>• Mental Health</li> <li>• Ourselves, Growing &amp; Changing</li> <li>• Keeping Safe</li> <li>• Drugs, Alcohol &amp; Tobacco</li> </ul>	<ul style="list-style-type: none"> <li>• Families and close positive relationships</li> <li>• Friendships</li> <li>• Safe Relationships</li> <li>• Respecting Self and Others</li> </ul>	<ul style="list-style-type: none"> <li>• Shared responsibilities</li> <li>• Communities</li> <li>• Media literacy &amp; digital resilience</li> <li>• Economic wellbeing: Money</li> <li>• Economic wellbeing: Aspirations, work and career</li> </ul>

## Enrichment Opportunities Across the Curriculum: PSHE, including Relationships Education, Relationships and Sex Education (RSE) and Health Education

Key Concepts	Key Content	Curriculum links beyond PSHE	Enrichment and Enhancement Opportunities
<b>Relationships</b>	<ul style="list-style-type: none"> <li>• Features of healthy friendships, family relationships and other relationships children are likely to encounter</li> <li>• Children know how to keep themselves safe, for example, what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• Know how to recognise and to report concerns or abuse, including emotional, physical and sexual abuse</li> <li>• Positive emotional and mental wellbeing, including how friendships can support mental wellbeing</li> <li>• Boundaries in friendships with peers and also in families and with others (both online and offline)</li> </ul>	Across all subjects and the wider curriculum	Annual Anti-bullying Week (Nov) Nurture Support After-school Clubs
<b>Equality &amp; Diversity</b>	<ul style="list-style-type: none"> <li>• Fostering peer-to-peer communication and behaviour between boys and girls</li> <li>• Challenging perceived limits on children based on their gender or any other characteristics</li> <li>• Vulnerability to exploitations, bullying and other issues</li> <li>• LGBT</li> </ul>	Across all subjects and the wider curriculum	Annual Black History Month (Oct) Annual Fairtrade Fortnight (Feb)
<b>Sex Education</b>	<ul style="list-style-type: none"> <li>• Physical and emotional changes of boys and girls at puberty, conception to birth,</li> <li>• boundaries and privacy, rights over their own bodies</li> </ul>	Science	
<b>Anti-bullying (links with equality)</b>	<ul style="list-style-type: none"> <li>• Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>• Discrimination, equality, stereotyping, racism, peer pressure, prejudice, forms of direct/indirect bullying,</li> </ul>	Citizenship	Annual Anti-bullying Week (Nov) Annual Safety Day (Nov) Annual Safer Internet Day (Feb)
<b>Staying Safe Online</b>	<ul style="list-style-type: none"> <li>• Providing support in distinguishing between different types of online content and making well-founded decisions</li> <li>• Rules and principles for keeping themselves and their personal information safe online; how to recognise risks, harmful content and contact; and how to report them</li> <li>• Cyber-bullying</li> <li>• Principles of positive relationships apply as much online as they do offline</li> </ul>	Computing	Annual Anti-bullying Week (Nov) Annual Safety Day (Nov) Annual Safer Internet Day (Feb) Annual Junior Citizen Safety Programme (Y6)
<b>Healthy Lifestyles &amp; Mental Wellbeing</b>	<ul style="list-style-type: none"> <li>• Healthy eating and keeping fit; mental health &amp; wellbeing; preventing health problems;</li> <li>• How friendships can support our mental wellbeing.</li> </ul>	PE & Sport Design Technology Science	Annual Sport and Health Week (Jun) Annual World Mental Health Day (Oct/Feb) Annual Mental Health Awareness Week (May)
<b>Wider social and economic issues</b>	<ul style="list-style-type: none"> <li>• Financial issues, citizenship, British values, radicalisation and extremism, courageous advocacy.</li> <li>• Social action, active citizenship and voluntary service to others locally or more widely.</li> </ul>	Maths Citizenship	Annual Mini-Enterprise Week (June) Weekly 'Our World' focus Charity Work and Fundraising (Ongoing) Playground Leaders (Ongoing) School Committees (Ongoing)
<b>Identity (Development of personal qualities and attributes)</b>	<ul style="list-style-type: none"> <li>• Confidence, resilience, self-esteem, self-respect and self-control</li> <li>• How to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.</li> <li>• Helping pupils to believe they can achieve, stick at tasks, work towards long-term rewards and persevere despite knocks.</li> <li>• Honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice.</li> </ul>	Across all subjects and the wider curriculum  RE & Collective Worship Ethos, Values & Aims	Anti-bullying Week (Nov) Annual Big Question Fortnight (Jan) Half-termly Learning Powers Education

## EARLY YEARS FOUNDATION STAGE

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

**Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities

**Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity<sup>6</sup>, and to make healthy choices in relation to food

	<b>Personal, Social and Emotional Development</b>	<b>Physical Development</b>
<b>EYFS Framework Coverage</b>	<p><b>Self-confidence and self-awareness:</b> children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don’t need help.</p> <p><b>40 - 60+ Months:</b></p> <ul style="list-style-type: none"> <li>• Confident to speak to others about own needs, wants, interests and opinions.</li> <li>• Can describe self in positive terms and talk about abilities.</li> </ul> <p><b>Managing feelings and behaviour:</b> children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p><b>40 - 60+ Months:</b></p> <ul style="list-style-type: none"> <li>• Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> <li>• Aware of the boundaries set, and of behavioural expectations in the setting.</li> <li>• Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</li> </ul> <p><b>Making relationships:</b> children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.</p> <p><b>40 - 60+ Months:</b></p> <ul style="list-style-type: none"> <li>• Initiates conversations, attends to and takes account of what others say.</li> <li>• Explains own knowledge and understanding, and asks appropriate questions of others.</li> <li>• Takes steps to resolve conflicts with other children, e.g. finding a compromise.</li> </ul>	<p><b>Health and self-care:</b> children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> <p><b>40 - 60+ Months:</b></p> <ul style="list-style-type: none"> <li>• Eats a healthy range of foodstuffs and understands need for variety in food.</li> <li>• Usually dry and clean during the day.</li> <li>• Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</li> <li>• Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</li> <li>• Shows understanding of how to transport and store equipment safely.</li> <li>• Practices some appropriate safety measures without direct supervision.</li> </ul>

## EARLY YEARS FOUNDATION STAGE OUTCOMES FOR PSED & PD

Area of Learning	Aspect	Early Learning Goals	Exceeding Statements
<b>Personal, Social &amp; Emotional Development (PSED)</b>	<b>Making Relationships</b>	Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.	Children play group games with rules. They understand someone else's point of view can be different from theirs. They resolve minor disagreements through listening to each other to come up with a fair solution. They understand what bullying is and that this is unacceptable behaviour.
	<b>Self-confidence and Self-awareness</b>	Early Learning Goal Children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.	Children are confident speaking to a class group. They can talk about things they enjoy, and are good at, and about the things they do not find easy. They are resourceful in finding support when they need help or information. They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them.
	<b>Managing Feelings and Behaviour</b>	Children talk about how they and others show feelings, talk about their own and others' Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.	Children know some ways to manage their feelings and are beginning to use these to maintain control. They can listen to each other's suggestions and plan how to achieve an outcome without adult help. They know when and how to stand up for themselves appropriately. They can stop and think before acting and they can wait for things they want.
<b>Physical Development (PD)</b>	<b>Health and Self-care</b>	Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.	Children know about, and can make healthy choices in relation to, healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons and laces.



**YEARS 1 & 2 PSHE, including Relationships Education, Relationships and Sex Education (RSE) and Health Education**

<b>A</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topic</b>	<b>NEW BEGINNINGS</b>	<b>CELEBRATING DIFFERENCE</b>	<b>MY FAMILY</b>	<b>DREAMS AND GOALS</b>	<b>GET BETTER SOON</b>	<b>FRIENDSHIP</b>
<b>Curriculum Coverage</b>	<ul style="list-style-type: none"> <li>• Rights and responsibilities of being a member of my class and school community</li> <li>• Help to make my school/classroom a safe, fair and caring community</li> <li>• Importance of growth mindset linked to our Learning Powers</li> <li>• Expect to be treated with respect by others, and show due respect to others</li> <li>• Construct and follow class agreed expectations</li> <li>• Roles &amp; responsibilities of people in school</li> <li>• How to seek help or advice from others if needed</li> <li>• Learning to co-operate; taking turns; sharing; teamwork</li> <li>• Conventions of courtesy and manners</li> <li>• Respect for the environment; including the school Eco Code</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising what is fair and unfair, kind and unkind, what is right and wrong (rights respecting)</li> <li>• Sharing opinions and explaining views</li> <li>• Offering constructive support and feedback to others</li> <li>• Listening to other people, and play and work co-operatively (including strategies to resolve simple arguments through negotiation)</li> <li>• Identify and respect the differences and similarities between people</li> <li>• Understand that sometimes people make assumptions about boys and girls</li> <li>• Resisting peer pressure</li> <li>• What is bullying and what can I do about it? <i>(Safety Week/Anti-bullying Day)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Families are important for children growing up because they can give love, security and stability.</li> <li>• Characteristics of healthy family life, including the importance of spending time together and sharing each other's lives.</li> <li>• Others' families, either in school or in the wider world, sometimes look different from their family</li> <li>• Recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul> <p align="center"><i>(Online Safety Day)</i></p>	<ul style="list-style-type: none"> <li>• Thinking about what I can do well and what I would like to improve</li> <li>• Learning from my experiences</li> <li>• Tackling a new challenge and understand this might stretch my learning (resilience)</li> <li>• Learning with others to solve problems</li> <li>• Identifying obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them</li> <li>• Persevere even when I find tasks difficult</li> <li>• Recognising and celebrating my strengths</li> <li>• Setting personal goals and knowing how to achieve them</li> </ul>	<ul style="list-style-type: none"> <li>• Why people take medicines</li> <li>• How medicines work in my body and how important it is to use them safely</li> <li>• Immunisations and good personal hygiene to prevent the spread of germs and diseases; responsibility for own and others' health</li> <li>• Personal hygiene and germs; importance of handwashing</li> <li>• Health care professionals who help us</li> <li>• How to make a clear and efficient call to emergency services if necessary.</li> <li>• Basic first aid</li> <li>• Sun safety</li> </ul>	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• Healthy friendships; peer pressure</li> <li>• Friendships can have ups and downs, and that these can often be worked through</li> <li>• Qualities of friendship; loyalty, kindness, trust, truthfulness, generosity, mutual respect etc.</li> <li>• Appropriate boundaries in friendships</li> <li>• Showing appreciation for family and friends</li> <li>• Ways to make new friends</li> <li>• Difference and respect <i>(Mini Enterprise Week – financial understanding)</i></li> </ul>

<b>B</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topic</b>	<b>NEW BEGINNINGS</b>	<b>GETTING ON &amp; FALLING OUT</b>	<b>STAYING SAFE</b>	<b>KNOWING MYSELF</b>	<b>HEALTHY CHOICES</b>	<b>GOOD TO BE ME</b>
<b>Curriculum Coverage</b>	<ul style="list-style-type: none"> <li>• Rights and responsibilities of being a member of my class and school community</li> <li>• Help to make my school/classroom a safe, fair and caring community</li> <li>• Importance of growth mindset linked to our Learning Powers</li> <li>• Expect to be treated with respect by others, and show due respect to others</li> <li>• Construct and follow class agreed expectations</li> <li>• Roles &amp; responsibilities of people in school</li> <li>• How to seek help or advice from others if needed</li> <li>• Learning to co-operate; taking turns; sharing; teamwork</li> <li>• Conventions of courtesy and manners</li> <li>• Respect for the environment; including the school Eco Code</li> </ul>	<ul style="list-style-type: none"> <li>• Listening &amp; communicating well</li> <li>• Recognising how their behaviour affects other people</li> <li>• Recognise when people are being unkind either to them or others, how to respond, who to tell and what to say</li> <li>• That there are different types of teasing and bullying, that these are wrong and unacceptable - bullying is sometimes about difference</li> <li>• How to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help <i>(Safety Week/Anti-bullying Day)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Rules for, and ways of keeping physically and emotionally safe - including safety online and the responsible use of ICT; how to report concerns</li> <li>• Privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• Each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• Sharing feelings and worries; if we feel unsafe</li> <li>• Recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' <i>(Online Safety Day)</i></li> </ul>	<p>The uniqueness of me</p> <ul style="list-style-type: none"> <li>• Identify different family members and their relationship with each other, and the importance of sharing and cooperating</li> <li>• Members of my family and understand that there are lots of different types of families</li> <li>• Communicating and managing feelings – both good and bad (vocabulary to describe their feelings to others and simple strategies for managing feelings)</li> <li>• Change and loss and associated feelings (moving home, losing toys, pets or friends)</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy lifestyle – diet, exercise, sleep, relaxation</li> <li>• Risks relating to inactive lifestyles (obesity)</li> <li>• Making informed choices that improve physical &amp; mental health, &amp; wellbeing</li> <li>• Dental health &amp; personal hygiene</li> <li>• Spread of diseases; responsibility for own and others' health</li> <li>• Why people take medicines</li> <li>• How medicines work in the body and the importance of using them safely</li> <li>• Sort foods into the correct food groups and know which foods the body needs to be healthy and have energy</li> <li>• Make healthy snacks and explain why they are good for us</li> </ul>	<ul style="list-style-type: none"> <li>• Growing and changing and new opportunities</li> <li>• Responsibilities that increasing independence may bring</li> <li>• Names for the main parts of the body</li> <li>• Similarities and differences between boys and girls</li> <li>• Respecting our bodies and knowing some parts are private</li> <li>• Each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• It is not always right to keep secrets if they relate to being safe.</li> <li>• Where to get advice e.g. family, school and/or other sources. <i>(Mini Enterprise Week)</i></li> </ul>

**YEARS 3 & 4 PSHE, including Relationships Education, Relationships and Sex Education (RSE) and Health Education**

<b>A</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topic</b>	<b>NEW BEGINNINGS</b>	<b>HEALTHY CHOICES</b>	<b>STAYING SAFE</b>	<b>FRIENDSHIP</b>	<b>CELEBRATING DIFFERENCE</b>	<b>DREAMS AND GOALS</b>
<b>Curriculum Coverage</b>	<ul style="list-style-type: none"> <li>Rights and responsibilities of being a member of my class and school community - Rights Respecting</li> <li>Importance of Learning Powers and positive mindset</li> <li>Help to make my school/classroom a safe, fair and caring community</li> <li>Expect to be treated with respect by others, and show due respect to others</li> <li>Construct and follow class agreed expectations</li> <li>Roles &amp; responsibilities of people in school</li> <li>How to seek help or advice from others if needed</li> <li>Learning to co-operate; taking turns; sharing; teamwork</li> <li>Courtesy and manners</li> <li>Respect for the environment; including the school Eco Code</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the concept of a 'balanced healthy lifestyle'</li> <li>Recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet.</li> <li>Principles of planning and preparing a healthy meal.</li> <li>Characteristics of poor diet and the impact (obesity, poor dental hygiene)</li> <li>Importance of good oral hygiene and regular visits to the dentist</li> <li>Understand how exercise affects the body and know why the heart and lungs are such important organs</li> <li>Facts about the harms and associated risks of smoking and tobacco</li> </ul> <p align="center"><i>(Safety- Week/Anti-bullying Day)</i></p>	<ul style="list-style-type: none"> <li>Strategies for keeping physically and emotionally safe including road safety, safety in the environment (including rail, water and fire safety), and safety online</li> <li>Different types of bullying including cyberbullying, the impact of bullying, responsibilities of bystanders and how to get help.</li> <li>Judging what kind of physical contact is acceptable or unacceptable and how to respond.</li> <li>The concept of privacy; including that it is not always right to keep secrets if they relate to being safe.</li> <li>How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> </ul> <p align="center"><i>(Online Safety Day)</i></p>	<ul style="list-style-type: none"> <li>Characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>Recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that, sometimes, assumptions of people are based on what they look like</li> <li>What a stereotype is and how stereotypes can be unfair, negative or destructive</li> <li>Understand what influences people to make assumptions based on how others look and the importance of accepting people for who they are</li> <li>Different perspectives - listening and responding respectfully to a wide range of people; caring about other people's feeling.</li> <li>Understanding how to express how we feel when our ideas are challenged and that its ok to change your ideas sometimes</li> </ul> <p>Recognise stereotypical ideas and prejudice and develop strategies to challenge these by speaking out</p>	<p><b>Me as a learner:</b></p> <ul style="list-style-type: none"> <li>Identify a dream/ambition that is important and imagine how we will feel when we achieve it.</li> <li>Respect and admiration for people who overcome obstacles and achieve their dreams and goals (e.g. through disability)</li> <li>Understand how to face new learning challenges and work out the best ways to achieve them</li> <li>The importance of taking responsibility for our own learning and how we can use our strengths to achieve a challenge</li> <li>Know how to manage the feelings of frustration that may arise when obstacles occur</li> </ul> <p align="center"><i>(Mini Enterprise Week)</i></p>

<b>B</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topic</b>	<b>NEW BEGINNINGS</b>	<b>HOW I FEEL</b>	<b>THE ONLINE WORLD</b>	<b>FRIENDS &amp; FAMILY</b>	<b>HEALTHY ME</b>	<b>LIVING TOGETHER</b>
<b>Curriculum Coverage</b>	<ul style="list-style-type: none"> <li>Rights and responsibilities of being a member of my class and school community</li> <li>Help to make my school/classroom a safe, fair and caring community</li> <li>Importance of growth mindset linked to our Learning Powers</li> <li>Expect to be treated with respect by others, and show due respect to others</li> <li>Construct and follow class agreed expectations</li> <li>Roles &amp; responsibilities of people in school</li> <li>How to seek help or advice from others if needed</li> <li>Learning to co-operate; taking turns; sharing; teamwork</li> <li>Courtesy and manners</li> <li>Respect for the environment; including the school Eco Code</li> </ul>	<ul style="list-style-type: none"> <li>Humans can experience different feelings; how to recognise and name different feelings</li> <li>Feelings can change over time and range in intensity</li> <li>Everyday things that affect feelings and the importance of expressing feelings</li> <li>A varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</li> <li>Strategies to respond to feelings, including intense or conflicting feelings;</li> <li>How to manage and respond to feelings appropriately and proportionately in different situations</li> <li>How to seek support for themselves and others</li> </ul> <p align="center"><i>(Safety Week/Anti-bullying Day)</i></p>	<ul style="list-style-type: none"> <li>Online (including social media, the responsible use of ICT and mobile phones)</li> <li>The importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</li> <li>Identify things, people and places that you need to keep safe from, and suggest strategies for keeping themselves safe including who to go to for help</li> <li>People who are responsible for helping them stay healthy and safe and ways that they can help these people</li> </ul> <p align="center"><i>(Online Safety Day)</i></p>	<ul style="list-style-type: none"> <li>Identify the roles and responsibilities of each member of my family and how taking some responsibility within the family can make you feel</li> <li>What constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</li> <li>Ways in which a relationship can be unhealthy and who to talk to if they need support.</li> <li>Awareness of different types of relationship, including those between acquaintances, friends, relatives and families; that civil partnerships and marriage are examples of stable, loving relationships</li> </ul>	<ul style="list-style-type: none"> <li>The characteristics and mental and physical benefits of an active lifestyle.</li> <li>Barriers to being active and making better choices to increase physical activity</li> <li>Good mental health and wellbeing – what makes us feel good about ourselves?</li> <li>Importance of sufficient quality sleep for good health and the implications for not getting enough and how it can affect us</li> <li>Barriers to getting enough quality sleep</li> <li>Safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>Basic first aid skills and how to respond in an emergency</li> </ul>	<ul style="list-style-type: none"> <li>British Values – rules and laws</li> <li>Rights respecting and responsibilities as members of families, other groups and ultimately as citizens</li> <li>Different groups and communities; e.g. refugees, asylum seekers</li> <li>Developing communication and participation skills</li> <li>Team working</li> <li>How to negotiate in conflict situations to try to find a win-win solution</li> <li>Choices and consequences</li> <li>Respecting equality and being a productive member of a diverse community</li> </ul> <p align="center"><i>(Mini Enterprise Week)</i></p>

**YEARS 5 & 6 PSHE, including Relationships Education, Relationships and Sex Education (RSE) and Health Education**

<b>A</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topic</b>	<b>NEW BEGINNINGS</b>	<b>MANAGING RISK</b>	<b>GROWING &amp; CHANGING</b>	<b>DRUG &amp; ALCOHOL AWARENESS</b>	<b>RESPECT FOR OTHERS</b>	<b>ENTERPRISE</b>
<b>Curriculum Coverage</b>	<ul style="list-style-type: none"> <li>Rights and responsibilities of being a member of my class and school community</li> <li>Help to make my school/classroom a safe, fair and caring community</li> <li>Importance of growth mindset linked to our Learning Powers</li> <li>Expect to be treated with respect by others, and show due respect to others</li> <li>Construct and follow class agreed expectations</li> <li>Roles &amp; responsibilities of people in school</li> <li>How to seek help or advice from others if needed</li> <li>Learning to co-operate; taking turns; sharing; teamwork</li> <li>Conventions of courtesy and manners</li> <li>Respect for the environment; including the school Eco Code</li> </ul>	<ul style="list-style-type: none"> <li>Using power in a variety of contexts including persuasion, bullying, negotiation and 'win'- 'win' outcomes</li> <li>Recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly. Involvement in agreeing Risk Assessments for trips etc.</li> <li><b>Online Safety:</b> Understand how technology can be used to try to gain power or control, and strategies to prevent this from happening</li> <li>Use technology positively and safely to communicate with my friends and family</li> <li>Use basic emergency aid procedures (e.g. the recovery position) and how to get help in emergency situations</li> </ul> <p><i>(Safety Day/Anti-bullying Week)</i></p>	<ul style="list-style-type: none"> <li>Awareness of self-image and how body image fits into that</li> <li>Body and emotional changes through puberty and menstruation (girls' &amp; boys')</li> <li>Importance of looking after yourself physically and emotionally</li> <li>Human reproduction – conception to birth (correct use of names for body parts)</li> <li>Each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>Raised awareness of dangers of abuse and sexual exploitation</li> </ul> <p><i>(Online Safety Day)</i></p>	<ul style="list-style-type: none"> <li>Facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> <li>Why do people take drugs?</li> <li>Know about different types of drugs (legal/illegal) and their uses and their effects on the body particularly the liver and heart</li> <li>Know some of the risks with misusing alcohol, including antisocial behaviour, and how it affects the liver and heart</li> <li>Make an informed decision about whether to choose to drink alcohol and know how to resist pressure</li> <li>Personal responsibilities toward alcohol use and misuse</li> <li>Making choices and decisions</li> <li>(Input from Thames Valley Police)</li> </ul>	<ul style="list-style-type: none"> <li>Differences and similarities between people arise from several factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (people with disabilities who lead amazing lives)</li> <li>Respecting others, even when they are different from them (e.g. physically, in character, personality or backgrounds); or make different choices; and or have different preferences or beliefs</li> <li>What a stereotype is and how stereotypes can be unfair, negative or destructive – links to equality</li> </ul>	<ul style="list-style-type: none"> <li>Role money plays in their own and others' lives, including how to manage their money</li> <li>Concepts of 'interest', 'loan', 'debt', and 'tax' for example, their contribution to society through the payment of VAT</li> <li>About enterprise and the skills that make someone 'enterprising'</li> <li>Know about a range of jobs and explore how much people earn in different jobs</li> <li>Identify job interests for the future and understand what they will need to do to achieve their aspirations</li> </ul> <p><i>(links to Mini Enterprise Week – financial understanding)</i></p>
<b>B</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topic</b>	<b>NEW BEGINNINGS</b>	<b>RESPECT FOR OTHERS</b>	<b>RELATIONSHIPS</b>	<b>RIGHTS &amp; RESPONSIBILITIES</b>	<b>HEALTHY LIFESTYLE</b>	<b>MOVING ON</b>
<b>Curriculum Coverage</b>	<ul style="list-style-type: none"> <li>Rights and responsibilities of being a member of my class and school community</li> <li>Help to make my school/classroom a safe, fair and caring community</li> <li>Importance of growth mindset linked to our Learning Powers</li> <li>Expect to be treated with respect by others, and show due respect to others</li> <li>Construct and follow class agreed expectations</li> <li>Roles &amp; responsibilities of people in school</li> <li>How to seek help or advice from others if needed</li> <li>Learning to co-operate; taking turns; sharing; teamwork</li> <li>Conventions of courtesy and manners</li> <li>Respect for the environment; including the school Eco Code</li> </ul>	<ul style="list-style-type: none"> <li>To recognise and challenge stereotypes</li> <li>Nature and consequences of discrimination, teasing, bullying (indirect and direct) and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help)</li> <li>Why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations</li> <li>Understand rights and responsibilities as a British citizen (British Values)</li> <li>Understand what racism is</li> <li>Raised awareness of radicalisation and extremism</li> </ul> <p><i>(Safety Day/Anti-bullying Week)</i></p>	<ul style="list-style-type: none"> <li>Body and emotional changes through puberty – including menstruation (girls' &amp; boys')</li> <li>Understand how the media promotes certain body types – link to self-image and self-respect</li> <li>Understand how to cope with changes that growing up will bring, including friendship changes</li> <li>Making new friends and how to manage fallouts with friends</li> <li>Understand relationships are personal – responding to peer pressure</li> <li>Respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> </ul> <p><i>(Online Safety Day)</i></p>	<ul style="list-style-type: none"> <li>Understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child (Rights Respecting)</li> <li>Understand how our actions can affect other people locally and globally</li> <li>Research, discuss and debate topical issues, problems and events concerning health and wellbeing (linked to Our World)</li> <li>Empathise with people in this country whose lives are different to our own</li> </ul>	<ul style="list-style-type: none"> <li>Describe the different roles food can play in people's lives and explain how people can develop eating problems (disorders) relating to body image pressures</li> <li>What contributes to a healthy lifestyle</li> <li>Understand what it means to be emotionally well; explore people's attitudes towards mental health/illness</li> <li>Recognise the feelings of stress and the triggers that cause this (SATs)</li> <li>Know how to use different strategies to manage stress and pressure</li> <li>Basic first aid skills and how to respond in an emergency</li> <li>Safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise their increasing independence brings increased responsibility to keep themselves and others safe</li> <li>Identify what children are looking forward to and what worries them about the transition to Year 6/secondary school</li> <li>Strategies to manage and cope with change – building resilience, exploring feelings; enhancing self-esteem and confidence</li> <li>Supporting secondary school induction</li> </ul> <p><i>(Mini Enterprise Week)</i></p>

# DfE Guidance & Primary School Expectations for Relationships Education, Relationships and Sex Education (RSE) and Health Education

## Relationships Education

By the end of Primary School children should know:

<b>Families and People who Care for Me</b>	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability.</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• How to recognise if family relationships are making them feel unhappy</li> </ul>
<b>Caring Friendships</b>	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>
<b>Respectful Relationships</b>	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• The conventions of courtesy and manners.</li> <li>• The importance of self-respect and how this links to their own happiness.</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<b>Online Relationships</b>	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• How information and data is shared and used online.</li> </ul>
<b>Being Safe</b>	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)?</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> </ul>

- 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, for example family, school and/or other sources.

## Physical Health and Mental Health Education

By the end of Primary School children should know:

### Mental Wellbeing

- Mental wellbeing is a normal part of daily life, in the same way as physical health.
- There is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

### Internet Safety and Harms

- That for most people the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- Why social media, some computer games and online gaming, for example, are age restricted.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.

### Physical Health and Fitness

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle (including obesity).
- How and when to seek support including which adults to speak to in school if they are worried about their health.

### Healthy Eating

- What constitutes a healthy diet (including understanding calories and other nutritional content).
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

<b>Drugs, Alcohol and Tobacco</b>	<ul style="list-style-type: none"> <li>• The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
<b>Health and Prevention</b>	<ul style="list-style-type: none"> <li>• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• The facts and science relating to allergies, immunisation and vaccination.</li> </ul>
<b>Basic First Aid</b>	<ul style="list-style-type: none"> <li>• How to make a clear and efficient call to emergency services if necessary.</li> <li>• Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
<b>Changing Adolescent Body</b>	<ul style="list-style-type: none"> <li>• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• About menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

## Sex Education (non-statutory)

Sex education is not compulsory in primary schools. The content set out in this framework covers everything that Primary Schools should teach about relationships and health, including puberty. The National Curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

Woodstock CE Primary School, in consultation with our parents, chooses to teach some aspects of sex education and will continue to do so, although it is not a requirement. It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. We ensure that both boys and girls understand and 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.

# PSHE Association Programme of Study for Relationships Education, Relationships and Sex Education (RSE) and Health Education

The learning opportunities in this Programme of Study cover all of the content outlined in the Department for Education's statutory Relationships, Sex and Health Education guidance, and go beyond this to integrate the statutory content within a complete and comprehensive PSHE education programme. This Framework informs the PSHE Education of children at Woodstock CE Primary School, as well as the DfE's statutory Relationships, Sex and Health Education guidance.

## Core Theme 1: Health & Wellbeing

Key Stage 1 Learning Opportunities in Health & Wellbeing	Key Stage 2 Learning Opportunities in Health & Wellbeing
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### Healthy Lifestyles (Physical Wellbeing)

<p><b>Pupils learn...</b></p> <p><b>H1.</b> about what keeping healthy means; different ways to keep healthy</p> <p><b>H2.</b> about foods that support good health and the risks of eating too much sugar</p> <p><b>H3.</b> about how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p><b>H4.</b> about why sleep is important and different ways to rest and relax</p> <p><b>H5.</b> simple hygiene routines that can stop germs from spreading</p> <p><b>H6.</b> that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p><b>H7.</b> about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p> <p><b>H8.</b> how to keep safe in the sun and protect skin from sun damage</p> <p><b>H9.</b> about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p> <p><b>H10.</b> about the people who help us to stay physically healthy</p>	<p><b>Pupils learn...</b></p> <p><b>H1.</b> how to make informed decisions about health</p> <p><b>H2.</b> about the elements of a balanced, healthy lifestyle</p> <p><b>H3.</b> about choices that support a healthy lifestyle, and recognise what might influence these</p> <p><b>H4.</b> how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p><b>H5.</b> about what good physical health means; how to recognise early signs of physical illness</p> <p><b>H6.</b> about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p><b>H7.</b> how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p><b>H8.</b> about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p><b>H9.</b> that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p><b>H10.</b> how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p><b>H11.</b> how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> <p><b>H12.</b> about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p><b>H13.</b> about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p><b>H14.</b> how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p>
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## Mental Health

### Pupils learn...

- H11.** about different feelings that humans can experience
- H12.** how to recognise and name different feelings
- H13.** how feelings can affect people's bodies and how they behave
- H14.** how to recognise what others might be feeling
- H15.** to recognise that not everyone feels the same at the same time, or feels the same about the same things
- H16.** about ways of sharing feelings; a range of words to describe feelings
- H17.** about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)
- H18.** different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good
- H19.** to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it
- H20.** about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better

### Pupils learn...

- H15.** that mental health, just like physical health, is part of daily life; the importance of taking care of mental health
- H16.** about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing
- H17.** to recognise that feelings can change over time and range in intensity
- H18.** about everyday things that affect feelings and the importance of expressing feelings
- H19.** a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;
- H20.** strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations
- H21.** to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others
- H22.** to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult
- H23.** about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement
- H24.** problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools

## Ourselves, Growing & Changing

### Pupils learn...

- H21.** to recognise what makes them special
- H22.** to recognise the ways in which we are all unique
- H23.** to identify what they are good at, what they like and dislike
- H24.** how to manage when finding things difficult
- H25.** to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)
- H26.** about growing and changing from young to old and how people's needs change
- H27.** about preparing to move to a new class/year group

### Pupils learn...

- H25.** about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)
- H26.** that for some people gender identity does not correspond with their biological sex
- H27.** to recognise their individuality and personal qualities
- H28.** to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth
- H29.** about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking
- H30.** to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction
- H31.** about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)
- H32.** about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene
- H33.** about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for<sup>1</sup>



**H34.** about where to get more information, help and advice about growing and changing, especially about puberty  
**H35.** about the new opportunities and responsibilities that increasing independence may bring  
**H36.** strategies to manage transitions between classes and key stages

### Keeping Safe

**Pupils learn...**

**H28.** about rules and age restrictions that keep us safe  
**H29.** to recognise risk in simple everyday situations and what action to take to minimise harm  
**H30.** about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)  
**H31.** that household products (including medicines) can be harmful if not used correctly  
**H32.** ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely  
**H33.** about the people whose job it is to help keep us safe  
**H34.** basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them  
**H35.** about what to do if there is an accident and someone is hurt  
**H36.** how to get help in an emergency (how to dial 999 and what to say)

**Pupils learn...**

**H37.** reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming  
**H38.** how to predict, assess and manage risk in different situations  
**H39.** about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe  
**H40.** about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)  
**H41.** strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about  
**H42.** about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact  
**H43.** about what is meant by first aid; basic techniques for dealing with common Injuries  
**H44.** how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say  
**H45.** that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk

### Drugs, Alcohol & Tobacco

**Pupils learn...**

**H37.** about things that people can put into their body or on their skin; how these can affect how people feel

**Pupils learn...**

**H46.** about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break  
**H47.** to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others  
**H48.** about why people choose to use or not use drugs (including nicotine, alcohol and medicines);  
**H49.** about the mixed messages in the media about drugs, including alcohol and smoking/vaping  
**H50.** about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns

## Core Theme 2: Relationships

### Key Stage 1

#### Learning Opportunities in Relationships

### Key Stage 2

#### Learning Opportunities in Relationships

### Families & Close Positive Relationships

#### Pupils learn...

- R1.** about the roles different people (e.g. acquaintances, friends and relatives) play in our lives
- R2.** to identify the people who love and care for them and what they do to help them feel cared for
- R3.** about different types of families including those that may be different to their own
- R4.** to identify common features of family life
- R5.** that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried

#### Pupils learn...

- R1.** to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)
- R2.** that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different
- R3.** about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong
- R4.** that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others
- R5.** that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart
- R6.** that a feature of positive family life is caring relationships; about the different ways in which people care for one another
- R7.** to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability
- R8.** to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty
- R9.** how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice

### Friendships

#### Pupils learn...

- R6.** about how people make friends and what makes a good friendship
- R7.** about how to recognise when they or someone else feels lonely and what to do
- R8.** simple strategies to resolve arguments between friends positively
- R9.** how to ask for help if a friendship is making them feel unhappy

#### Pupils learn...

- R10.** about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing
- R11.** what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships
- R12.** to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face
- R13.** the importance of seeking support if feeling lonely or excluded
- R14.** that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them
- R15.** strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others

	<p><b>R16.</b> how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p><b>R17.</b> that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p><b>R18.</b> to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p>
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### Managing Hurtful Behaviour & Bullying

<p><b>Pupils learn...</b></p> <p><b>R10.</b> that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p><b>R11.</b> about how people may feel if they experience hurtful behaviour or bullying</p> <p><b>R12.</b> that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p>	<p><b>Pupils learn...</b></p> <p><b>R19.</b> about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p><b>R20.</b> strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p><b>R21.</b> about discrimination: what it means and how to challenge it</p>
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### Safe Relationships

<p><b>Pupils learn...</b></p> <p><b>R13.</b> to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p><b>R14.</b> that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p><b>R15.</b> how to respond safely to adults they don't know</p> <p><b>R16.</b> about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p><b>R17.</b> about knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p><b>R18.</b> about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p><b>R19.</b> basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p><b>R20.</b> what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to</p>	<p><b>Pupils learn...</b></p> <p><b>R22.</b> about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p><b>R23.</b> about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p><b>R24.</b> how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p><b>R25.</b> recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p><b>R26.</b> about seeking and giving permission (consent) in different situations</p> <p><b>R27.</b> about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p><b>R28.</b> how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p><b>R29.</b> where to get advice and report concerns if worried</p>
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### Respecting Self & Others

<p><b>Pupils learn...</b></p> <p><b>R21.</b> about what is kind and unkind behaviour, and how this can affect others</p> <p><b>R22.</b> about how to treat themselves and others with respect; how to be polite and courteous</p> <p><b>R23.</b> to recognise the ways in which they are the same and different to others</p> <p><b>R24.</b> how to listen to other people and play and work cooperatively</p> <p><b>R25.</b> how to talk about and share their opinions on things that matter to them</p>	<p><b>Pupils learn...</b></p> <p><b>R30.</b> that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p><b>R31.</b> to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p>
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	<p><b>R32.</b> about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p><b>R33.</b> to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p><b>R34.</b> how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with</p>
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<b>Core Theme 3: Living in the Wider World</b>	
<b>Key Stage 1</b> <b>Learning Opportunities in Living in the Wider World</b>	<b>Key Stage 2</b> <b>Learning Opportunities in Living in the Wider World</b>
<b>Shared Responsibilities</b>	
<p><b>Pupils learn...</b></p> <p><b>L1.</b> about what rules are, why they are needed, and why different rules are needed for different situations</p> <p><b>L2.</b> how people and other living things have different needs; about the responsibilities of caring for them</p> <p><b>L3.</b> about things they can do to help look after their environment</p>	<p><b>Pupils learn...</b></p> <p><b>L1.</b> to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p><b>L2.</b> to recognise there are human rights, that are there to protect everyone</p> <p><b>L3.</b> about the relationship between rights and responsibilities</p> <p><b>L4.</b> the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p><b>L5.</b> ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p>
<b>Communities</b>	
<p><b>Pupils learn...</b></p> <p><b>L4.</b> about the different groups they belong to</p> <p><b>L5.</b> about the different roles and responsibilities people have in their community</p> <p><b>L6.</b> to recognise the ways they are the same as, and different to, other people</p>	<p><b>Pupils learn...</b></p> <p><b>L6.</b> about the different groups that make up their community; what living in a community means</p> <p><b>L7.</b> to value the different contributions that people and groups make to the community</p> <p><b>L8.</b> about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p><b>L9.</b> about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p><b>L10.</b> about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>
<b>Media Literacy &amp; Digital Resilience</b>	
<p><b>Pupils learn...</b></p> <p><b>L7.</b> about how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p><b>L8.</b> about the role of the internet in everyday life</p> <p><b>L9.</b> that not all information seen online is true</p>	<p><b>Pupils learn...</b></p> <p><b>L11.</b> recognise ways in which the internet and social media can be used both positively and negatively</p> <p><b>L12.</b> how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p>

	<p><b>L13.</b> about some of the different ways information and data is shared and used online, including for commercial purposes</p> <p><b>L14.</b> about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p> <p><b>L15.</b> recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p><b>L16.</b> about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p>
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### Economic Wellbeing: Money

<p><b>Pupils learn...</b></p> <p><b>L10.</b> what money is; forms that money comes in; that money comes from different sources</p> <p><b>L11.</b> that people make different choices about how to save and spend money</p> <p><b>L12.</b> about the difference between needs and wants; that sometimes people may not always be able to have the things they want</p> <p><b>L13.</b> that money needs to be looked after; different ways of doing this</p>	<p><b>Pupils learn...</b></p> <p><b>L17.</b> about the different ways to pay for things and the choices people have about this</p> <p><b>L18.</b> to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p> <p><b>L19.</b> that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p><b>L20.</b> to recognise that people make spending decisions based on priorities, needs and wants</p> <p><b>L21.</b> different ways to keep track of money</p> <p><b>L22.</b> about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p><b>L23.</b> about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</p> <p><b>L24.</b> to identify the ways that money can impact on people's feelings and emotions</p>
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### Economic Wellbeing: Aspirations, Work & Career

<p><b>Pupils learn...</b></p> <p><b>L14.</b> that everyone has different strengths</p> <p><b>L15.</b> that jobs help people to earn money to pay for things</p> <p><b>L16.</b> different jobs that people they know or people who work in the community do</p> <p><b>L17.</b> about some of the strengths and interests someone might need to do different jobs</p>	<p><b>Pupils learn...</b></p> <p><b>L25.</b> to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p><b>L26.</b> that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p><b>L27.</b> about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p><b>L28.</b> about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p> <p><b>L29.</b> that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p> <p><b>L30.</b> about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p><b>L31.</b> to identify the kind of job that they might like to do when they are older</p> <p><b>L32.</b> to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>
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