



Askam Village School

PSHE (Personal, Social, Health Education) and RSE (Relationships and Sex Education) Policy March 2021

Aims

'Everybody Matters, Every Moment Counts'

At Askam Village School the overarching aims for our pupils are in our school mission statement below.

The school mission

- To provide the highest quality of education, and for all pupils to be challenged and motivated to achieve their highest standards in all aspects of learning, and personal/social development.
- To enable pupils to maximise their potential and to provide the opportunity to develop into a well-rounded individual.
- To provide good role models which equip children with the skills needed to become good citizens and positive members of the school and wider communities.
- To develop and encourage skills required to become independent thinkers.
- To behave in a way that is respectful towards others and be responsible for their own behaviour, respecting the right of others to learn.

We believe that to be effective Relationships Education (compulsory from September 2020) will be taught within the broader PSHE curriculum. RSE enhances and is enhanced by learning related to topics including anti-bullying, keeping safe on and off line, keeping physically and mentally healthy, learning about drugs, alcohol and tobacco, the development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision making.

And our PSHE/RSE policy aims to fulfill this as well as:

- To promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society,
- To prepare pupils at the school for the opportunities, responsibilities and experiences of later life.
- To allow pupils to acknowledge and appreciate difference and diversity.
- To understand importance and maintenance of good physical health and mental wellbeing – including managing their emotions and staying safe on-line.
- To promote safety in forming and maintaining healthy relationships.
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Teach pupils the correct vocabulary to describe themselves and their body.

Creating a Safe and Supportive Learning Environment:

Because PSHE education works within pupils' real life experiences, it is essential to establish a safe learning environment. Clear 'ground rules' and a confidentiality policy that is understood by all (adults and children) are important elements of creating this. If there are any safeguarding concerns raised school will follow the usual safeguarding procedure as in the Child Protection policy.

Entitlement and Equality of Opportunity:

Teaching will take into account the age, ability, readiness, diversity and SEND of the children and ensure that all can access PSHE education provision.

Full PSHE education provision will be made accessible to every pupil, although parents have a right to withdraw their children from those parts of RSE not within the national curriculum science programmes of study. (Maintained schools are required to teach the national curriculum for science. At key stages 1 and 2 and this includes teaching about the main external body parts and changes to the human body as it grows from birth to old age, including puberty. There is no right to withdraw from the national curriculum.) The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools.)

Intended Outcomes

Following teaching of the PSHE/RSE curriculum it is anticipated that pupils - through active learning (as opposed to passively receiving information) and of a comprehensive, balanced and relevant body of factual information, will be able to make informed present and future choices based on the overarching aims.

Delivery of PSHE and RSE

Staff will consider pupils’ prior knowledge (i.e. their differing levels of knowledge and understanding) to any issue explored through PSHE education.

Staff will provide opportunities for children to make connections between the learning they receive in PSHE education and their current and future ‘real life’ experiences. The skill of critical reflection is therefore at the heart of assessment for learning in PSHE education.

RSE is taught within the PSHE curriculum. Some biological aspects of sex education are taught within the science curriculum. Parents have the right to withdraw their child for sex education lessons in Year 6

Planning:

Long Term Overview.

The long-term overview is built upon the structure provided by the PHSE Association

YEAR A	<p>Health and Well-being</p> <p>Keeping Safe SPRING</p> <p>Growing and Changing SUMMER</p> <p>(Some through Science each year)</p>	<p>Relationships</p> <p>Feelings and Emotions (anti-bullying) AUTUMN</p> <p>Valuing Difference (anti-bullying) SPRING</p>	<p>Living in the Wider World</p> <p>Rights and Responsibilities AUTUMN</p> <p>Taking Care of the Environment SUMMER</p>
YEAR B	<p>Health and Well-being</p> <p>Healthy lifestyles SUMMER</p> <p>Keeping Safe SPRING</p>	<p>Relationships</p> <p>Valuing Difference (anti-bullying) AUTUMN</p> <p>Healthy Relationships SPRING</p>	<p>Living in the Wider World</p> <p>Rights and Responsibilities AUTUMN</p> <p>Money SUMMER</p>

Delivery of the PSHE/RSE Curriculum:

At Askam Village School, PSHE is taught through a ‘spiral programme’ whereby the learning is organised into the 3 core themes (Relationships, Well-Being and Living in the Wider World). Each theme lasts for a term and this allows for mixed aged classes. As the children progress through the Year groups, the level of demand increases and learning is progressively deepened.

At Askam Village School we may have planned enrichment days to develop and extend our school's planned PSHE/RSE programme.

We allocate a single 30 minutes lesson per week to PSHE education at KS2 and at least 45 minutes per week at KS1 which will not necessarily occur as a single lesson.

Staff:

The PSHE/RSE coordinator will oversee its implementation and for managing requests to withdraw pupils from components of RSE (ie aspects of sex education which are not part of the Science curriculum.)

Class Teachers are responsible for:

- Delivering PSHE and RSE in a sensitive way
- Monitoring progress
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from non-statutory /non science curriculum components of PSHE and RSE.
- School Nurse/other health professional will deliver aspects of the RSE curriculum.

Confidentiality:

Due to the nature of PSHE/RSE education, pupils' learning may result in them seeking advice or support on a specific personal issue. Teachers cannot offer complete confidentiality; it is important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential. It is also very important for external contributors, including school nurses, to be clear about these rules and that whilst working in the classroom, they are bound by the school's confidentiality policy, not their own.

If a pupil makes a disclosure staff will follow safeguarding procedures by informing the DSL or deputies.

Responding to pupil questions:

It is important that pupils feel able to ask any questions that they wish and that their questions are valued. However, consideration should be given to how to respond to questions.

If necessary, teachers also need to feel able to ask a pupil to wait for an answer to give them time to consult with the school's leadership team if they feel this appropriate, or if the question raises potential safeguarding concerns. (For instance: 'That is a really interesting question and I need time to think because I want to give you a proper answer.')

Teachers should feel able to work with colleagues if necessary to construct an appropriate answer.

It is good practice to have an anonymous question box where pupils who are not comfortable raising questions in an open setting may ask questions to be responded to at a later date.

Links to other curriculum policies:

The PSHE/RSE policy and learning may link to parts of the following policies:

- Child protection/safeguarding
- Extremism
- Bullying
- Online safety
- Drug education and the management of drug-related incidents

Involving Parents and Carers:

We are committed to working with parents and carers. We will (on the school website) share medium and Long Term PSHE/ SRE plans with parents as well as the PSHE/RSE policy. We will also answer any questions that parents may have regarding PSHE/RSE as taught in school. We feel that children will benefit from being given consistent messages regarding PSHE/RSE between home and school.

In accordance with current legislation, we will communicate to parents about their right to withdraw their children from aspects of RSE which do not form part of the science national curriculum.

Training:

Training will be provided for staff from our school nurse as well as other visitors.

Monitoring arrangements:

The delivery of PSHE/RSE will be monitored by Mrs. Fiona Newton (PSHE/RSE coordinator and Headteacher):

Lesson observations, learning walks, feedback from staff and children.

Review Date:

This policy will be reviewed every 2 years to ensure that it continues to meet the needs of pupils, staff and parents, and that it is in line with current DfE advice and guidance.

Headteacher: Mrs Fiona Newton

Signed: 

Chair of Governors: Dr John D. Thompson

Signed: 

March 2021



Extra information in more detail... (from Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance 2018.

Programme of Study for Relationships

The focus in primary school should be 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.

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 should be 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 should be 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, talking 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 them 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, many children will already be using the internet. We will address online safety and appropriate behaviour's in a way that is relevant to pupils' lives including how information and data is shared and used in all contexts, including online; for example, sharing pictures, and include an 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. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care will be taken 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; e.g. 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 will 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 creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers

and also in families and with others, in all contexts, including online. Pupils should know 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 safeguarding of children.

National Curriculum for Science

Maintained schools are required to teach the national curriculum for science. At key stages 1 and 2 this includes teaching about the main external body parts and changes to the human body as it grows from birth to old age, including puberty. **There is no right to withdraw from the national curriculum.**

Managing tricky questions

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. The school's policy should cover how the school handles such questions. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

Meeting these objectives will require a graduated, age-appropriate programme of Relationship Education. Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods should take account of those developmental differences (including when these are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups. Schools should consider what is appropriate and inappropriate in a whole-class setting, as teachers may require support and training in answering questions that are better not dealt with in front of a whole class. Sex Education (Primary)

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education.

The content set out in this guidance covers everything that primary schools should teach on relationships and on 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. It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose 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. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes 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. As well as consulting parents more generally about the school's overall policy, primary schools should consult with parents before final year of primary school about the detailed content of what will be taught. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school. Meeting these objectives will require a graduated, age-appropriate programme of sex education. Teaching methods need to take account of the developmental differences of children.

Where a maintained primary school chooses to teach aspects of sex education (which go beyond the national curriculum for science), the school must set this out in their policy and all schools should consult with parents on what is to be covered. All primary schools that choose to teach sex education must allow parents a right to withdraw their children. Unlike sex education in RSE at secondary, in primary schools head teachers must comply with a parent's wish to withdraw their child from sex education beyond the

national curriculum for science. Schools must also ensure that their teaching and materials are appropriate having regard to the age and religious backgrounds of their pupils. Schools will also want to recognise the significance of other factors, such as any special educational needs or disabilities of their pupils.

Programme of Study for physical health and mental wellbeing

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. We will be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

This starts with pupils being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils 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.

We will 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 will be 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.

Pupils will also be taught the benefits of hobbies, interests and participation in their own communities. This teaching should make 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.

Pupils will be taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. In later primary school, pupils should be taught why social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online.

A firm foundation in the benefits and characteristics of good health and wellbeing will enable teachers to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.

USING THE PROGRAMME OF STUDY as suggested by PSHE Association 2020

The Programme of Study sets out learning opportunities for each key stage, in each core theme, organised under subheadings. These learning opportunities should be used flexibly to plan your programme according to pupils' development, readiness and needs, and taking into account prior learning, experience and understanding. Learning from one area may be related and relevant to others.

Whilst this framework distinguishes three separate core themes, there will be extensive overlap, so when planning schemes of work, schools may draw from more than one theme. For example, Relationships and Sex Education (RSE) falls within both 'Health and Wellbeing' and 'Relationships', as sexual health should always be considered as an element of health education but also taught within the context of healthy relationships. Similarly, whilst they are specifically addressed where appropriate, assessing and managing risk and managing life online are integrated throughout all three core themes.

PSHE education addresses both pupils' current experiences and preparation for their future. The Programme of Study therefore provides a spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year. This is grounded in the established evidence base for effective practice in PSHE education. More on this and other relevant research can be found in the evidence and research section of the PSHE Association website.

The Programme of Study identifies a broad range of important issues, but it is essential to prioritise quality over quantity (so that PSHE lessons are not simply a series of one-off, disconnected sessions) whilst ensuring that your programme reflects the universal needs of all children and young people, as well as the specific needs of the pupils in your school or community. When planning and ordering topic areas for your pupils, it is therefore important to start with identifying their needs. Examples of useful data sources include Public Health England Child and Maternal Health (CHIMAT) data sets, your local authority's joint strategic needs assessment (JSNA) and your own knowledge of your pupils' needs.

It is important that pupils recognise their PSHE education as relevant and applicable across many important areas of their lives. Unlike many other subjects, much of the specific knowledge taught in PSHE education changes regularly, for example as a result of legal changes, medical or technological advances. It is therefore important to ensure that all information used to develop pupils' knowledge on any aspect of PSHE education is up to date, accurate, unbiased and balanced.

	Health and Well-being	Relationships	Living in the Wider World
	Healthy lifestyles Growing and Changing Keeping Safe	Feelings and Emotions Healthy Relationships Valuing Difference	Rights and Responsibilities Taking Care of the Environment Money
Year 1	<p>To understand what constitutes a healthy lifestyle.</p> <p>To learn about good and not so good feelings.</p> <p>To learn the importance of, and how to maintain, personal hygiene.</p> <p>To understand how some diseases are spread and can be controlled.</p> <p>To learn about the process from growing from young to old.</p> <p>To know the names for the main parts of the body (including external genitalia).</p> <p>To recognise and celebrate their strengths and set simple but challenging goals.</p> <p>To learn about change and loss and their associated feelings.</p> <p>To know that people have more responsibilities as they get older.</p> <p>To learn about people who look after them and who to go to if they are worried.</p> <p>To learn rules for and ways of keeping physically and emotionally safe –including road safety and the difference between secrets and surprises.</p> <p>To understand that household products, including medicines, can be harmful.</p>	<p>To know how to communicate feelings to others and recognise how others show feelings.</p> <p>To identify special people and how they should care for one another.</p> <p>To recognise what is fair and unfair, kind and unkind, right and wrong.</p> <p>To learn people’s bodies and feelings can be hurt.</p> <p>To learn the difference between secrets and surprises and the importance of not keeping adults’ secrets, only surprises.</p> <p>To listen to other people and play and work cooperatively.</p> <p>To judge what kind of physical contact is acceptable/unacceptable, comfortable/uncomfortable, and how to respond.</p> <p>To learn that there are different types of teasing and bullying, that these are wrong and unacceptable.</p> <p>To identify and respect the differences and similarities between people.</p>	<p>To learn how to contribute to the life of the classroom.</p> <p>To help construct, and agree to follow, group and class rules and to understand how these rules help them.</p> <p>To make real choices and know how to ask for help.</p> <p>To understand that people and other living things have needs and that they have responsibilities to meet them.</p> <p>To learn that money comes from different sources and can be used for different purposes, including the concept of spending and saving.</p> <p>To learn about the role money plays in their lives including how to manage their money, keep it safe, make choices about spending money, and what influences those choices</p>
YEAR A	Health and Well-being Keeping Safe SPRING Growing and Changing SUMMER (Some through Science each year)	Relationships Feelings and Emotions (anti-bullying) AUTUMN Valuing Difference (anti-bullying) SPRING	Living in the Wider World Rights and Responsibilities AUTUMN Taking Care of the Environment SUMMER
YEAR B	Health and Well-being Healthy lifestyles SUMMER Keeping Safe SPRING	Relationships Valuing Difference (anti-bullying) AUTUMN Healthy Relationships SPRING	Living in the Wider World Rights and Responsibilities AUTUMN Money SUMMER

Year 2	<p>To understand what constitutes a healthy lifestyle.</p> <p>To recognise what they like and dislike and how to make real informed choices, which can have good and not so good consequences.</p> <p>To learn about good and not so good feelings.</p> <p>To learn about change and loss and the associated feelings.</p> <p>To know the names for the main parts of the body (including external genitalia).</p> <p>To recognise and celebrate their strengths and set simple but challenging goals.</p> <p>To learn rules for, and ways of keeping, physically and emotionally safe –including road safety, online safety, the differences between secrets and surprises etc.</p> <p>To understand that household products, including medicines, can be harmful.</p> <p>To recognise that they share a responsibility for keeping themselves and others safe</p>	<p>To know how to communicate feelings to others and recognise how others show feelings.</p> <p>To recognise how their behaviour affects other people.</p> <p>To identify and respect differences and similarities between people.</p> <p>To learn the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises.</p> <p>To listen to other people and play and work cooperatively.</p> <p>To be able to offer and receive constructive support and feedback to and from others.</p> <p>To be able to judge what kind of physical contact is acceptable/unacceptable, comfortable/uncomfortable, and how to respond.</p> <p>To learn how to resist teasing and bullying, if they experience or witness it, whom to go to and how to get help.</p> <p>To learn to recognise what is fair/unfair, kind/unkind, right/wrong.</p> <p>To share their opinions on things that matter to them and explain their views through discussions with one person and the whole class.</p>	<p>To learn how to contribute to the life of the classroom.</p> <p>To help construct, and agree to follow, group and class rules and to understand how these rules help them.</p> <p>To learn that they belong to various groups and communities such as family and school.</p> <p>To learn what improves and harms their local, natural and built environments and about some of the ways people look after that.</p> <p>To learn that money comes from different sources and can be used for different purposes, including the concept of spending and saving.</p> <p>To learn about the role money plays in their lives including how to manage their money, keep it safe, make choices about spending money, and what influences those choices.</p>
YEAR A	<p>Health and Well-being</p> <p>Keeping Safe SPRING</p> <p>Growing and Changing SUMMER (Some through Science each year)</p>	<p>Relationships</p> <p>Feelings and Emotions (anti-bullying) AUTUMN</p> <p>Valuing Difference (anti-bullying) SPRING</p>	<p>Living in the Wider World</p> <p>Rights and Responsibilities AUTUMN</p> <p>Taking Care of the Environment SUMMER</p>
YEAR B	<p>Health and Well-being</p> <p>Healthy lifestyles SUMMER</p> <p>Keeping Safe SPRING</p>	<p>Relationships</p> <p>Valuing Difference (anti-bullying) AUTUMN</p> <p>Healthy Relationships SPRING</p>	<p>Living in the Wider World</p> <p>Rights and Responsibilities AUTUMN</p> <p>Money SUMMER</p>

Year 3	<p>To recognise opportunities to make their own choices about food/ a balanced diet.</p> <p>To understand that bacteria and viruses can affect health and following simple routines can reduce their spread.</p> <p>To discuss harmful aspects of some household goods and medicines.</p> <p>To know their benefits but also their associated dangers, and distinguish between these.</p> <p>To reflect on and celebrate their achievements, identify their strengths and areas for improvement, and set high aspirations and goals.</p> <p>To deepen understanding of good and not so good feelings.</p> <p>To learn about change, including transitions, loss, separation, divorce and bereavement.</p> <p>To understand school rules about health and safety, basic emergency aid procedures and where and how to get help.</p> <p>To learn about taking care of their body and the right to protect their body from inappropriate and unwanted contact.</p> <p>To develop strategies for keeping physical and emotionally safe – including online safety.</p> <p>To differentiate between the terms ‘risk’, ‘danger’ and ‘hazard’.</p> <p>To recognise when and how to ask for help and use basic techniques for resisting pressure.</p>	<p>To be able to recognise and respond appropriately to a wider range of feelings in others.</p> <p>To understand the concept of ‘keeping something confidential or secret’, when we should or should not agree to this and when it is right to ‘break confidence’ or ‘share a secret’.</p> <p>To learn to recognise and manage ‘dares’.</p> <p>To recognise what constitutes a positive, healthy relationship.</p> <p>To judge what kind of physical contact is acceptable/unacceptable and how to respond.</p> <p>To learn that their actions affect themselves and others.</p> <p>To learn that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability.</p> <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours.</p> <p>To be able to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people’s feelings and try to see, respect and if necessary</p>	<p>To learn why and how rules and laws that protect themselves and others are made and enforced.</p> <p>To understand that everyone has human rights. To know that universal human rights are there to protect everyone and have primacy over both national law and family and community practices. That there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment.</p> <p>To appreciate the range of national, regional, religious and ethnic identities in the UK.</p> <p>To research, discuss and debate topical issues, problems and events concerning the environment and offer their recommendations.</p> <p>To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.</p> <p>To think about the lives of people living in other places, and people with different values and customs.</p> <p>To participate responsibly in group, class and school citizenship activities such as resolving differences by exploring alternative actions, and making better choices.</p> <p>To learn about the role money plays in their own and others’ lives, including how to manage their money and about being a critical consumer.</p> <p>To develop an initial understanding of the concepts of ‘interest’, ‘loan’, ‘debt’, and ‘tax’.</p>
YEAR A	<p>Health and Well-being</p> <p>Keeping Safe SPRING</p> <p>Growing and Changing SUMMER</p> <p>(Some through Science each year)</p>	<p>Relationships</p> <p>Feelings and Emotions (anti-bullying) AUTUMN</p> <p>Valuing Difference (anti-bullying) SPRING</p>	<p>Living in the Wider World</p> <p>Rights and Responsibilities AUTUMN</p> <p>Taking Care of the Environment SUMMER</p>
YEAR B	<p>Health and Well-being</p> <p>Healthy lifestyles SUMMER</p> <p>Keeping Safe SPRING</p>	<p>Relationships</p> <p>Valuing Difference (anti-bullying) AUTUMN</p> <p>Healthy Relationships SPRING</p>	<p>Living in the Wider World</p> <p>Rights and Responsibilities AUTUMN</p> <p>Money SUMMER</p>
Year 4	To learn how to make informed	To recognise and respond	To recognise the consequences of

	<p>choices and to begin to understand further the concept of a balanced diet.</p> <p>To reflect on and celebrate their achievements, identify their strengths, areas for improvements and set high aspirations and goals.</p> <p>To deepen their understanding of good and not so good feelings.</p> <p>To learn about change, including transitions, loss, separation, divorce and bereavement.</p> <p>To recognise when and how to ask for help and use basic techniques for resisting pressure.</p> <p>To learn about people who are responsible for helping them stay healthy and safe and ways that they can support these people.</p> <p>To understand school rules about health and safety, basic emergency aid procedures and where and how to get help.</p> <p>To learn strategies for keeping physically and emotionally safe – including road safety, safety in the environment, and online safety.</p> <p>To discuss peer pressure around issues affecting their health and well-being.</p>	<p>appropriately to a wider range of feelings in others.</p> <p>To recognise what constitutes a positive, healthy relationship and to develop the skills to maintain these relationships.</p> <p>To be able to judge what kind of physical contact is acceptable/unacceptable and how to respond. To work collaboratively towards shared goals.</p> <p>To develop strategies to solve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.</p> <p>To be aware of different types of relationships, including those between friends and families, civil partnerships and marriage.</p> <p>To recognise and challenge stereotypes.</p> <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours and how to respond to them and ask for help.</p> <p>To listen and respond respectfully to wide range of people, to feel confident to raise their own concerns, to recognise and care about others people’s feelings and try to see, respect and if necessary constructively challenge their points of view.</p> <p>To discuss and write about their opinions, explaining their views.</p>	<p>anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities.</p> <p>To learn how to resolve differences by looking at alternatives, seeing and respecting others’ points of view, making decisions and explaining choices.</p> <p>To explore and critique how the media present information.</p> <p>To learn what being part of a community means, and about the varied institutions that support communities locally and nationally.</p> <p>To investigate topical issues and problems using a range of sources, including the media.</p> <p>To find answers to simple questions.</p> <p>To look for information and advice.</p> <p>To meet and talk with different adults from the community (nurses, teachers, police etc)</p> <p>To begin to recognise that their actions affect themselves and others around them.</p> <p>To learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.</p> <p>To learn about the role money plays in their own and others’ lives, including how to manage their money and about being a critical consumer.</p> <p>To develop an understanding of the concepts of ‘interest’, ‘loan’, ‘debt’ and ‘tax’.</p> <p>To learn about enterprise and the skills that make someone ‘enterprising’.</p>
YEAR A	<p>Health and Well-being</p> <p>Keeping Safe SPRING</p> <p>Growing and Changing SUMMER</p> <p>(Some through Science each year)</p>	<p>Relationships</p> <p>Feelings and Emotions (anti-bullying) AUTUMN</p> <p>Valuing Difference (anti-bullying) SPRING</p>	<p>Living in the Wider World</p> <p>Rights and Responsibilities AUTUMN</p> <p>Taking Care of the Environment SUMMER</p>
YEAR B	<p>Health and Well-being</p> <p>Healthy lifestyles SUMMER</p> <p>Keeping Safe SPRING</p>	<p>Relationships</p> <p>Valuing Difference (anti-bullying) AUTUMN</p> <p>Healthy Relationships SPRING</p>	<p>Living in the Wider World</p> <p>Rights and Responsibilities AUTUMN</p> <p>Money SUMMER</p>

Year 5	<p>To extend their vocabulary to enable them to explain both the range and intensity of their feelings to others and recognise that they may experience conflicting emotions.</p> <p>To understand how bodies change as they approach and move through puberty.</p> <p>To recognise how images in the media do not always reflect reality and can affect how people feel about themselves.</p> <p>To learn about human reproduction including conception.</p> <p>To learn about taking care of their body, understanding they have autonomy and the right to protect their body from inappropriate and unwanted contact.</p> <p>To develop strategies for keeping physically and emotionally safe –including safety in the environment and online safety.</p> <p>To recognise that increasing independence brings increased responsibility to keep themselves and others safe.</p> <p>To explain how to stay physically and mentally healthy.</p> <p>To know how to make informed choices to maintain their health and well-being, and explain reasons for these choices.</p> <p>To learn what is meant by the term ‘habit’ and why habits can be hard to change.</p>	<p>To understand the concept of keeping something confidential or secret, when we should or should not agree to this and when it is right to break a confidence or share a secret.</p> <p>To discuss how relationships change over time.</p> <p>To identify questions; consider and discuss different issues.</p> <p>To draw simple conclusions and justify personal views and opinions.</p> <p>To listen to and consider the views and experiences of others. Express views which are not necessarily their own (e.g. role play).</p> <p>To recognise and manage dares.</p> <p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain these.</p> <p>To recognise that their actions affect themselves and others.</p> <p>To judge what kind of physical contact is acceptable/unacceptable and how to respond.</p> <p>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.</p> <p>To recognise that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability.</p> <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours and how to respond to them and ask for help.</p> <p>To take part in group and decision-making activities, demonstrating an increased ability to make informed choices.</p> <p>To demonstrate more responsibility in their attitudes to themselves and others.</p> <p>To reflect on their participation in Citizenship activities.</p>	<p>To understand that everyone has human rights –all people and all societies, and that children have their own special rights set out in the UN Declaration of the Rights of the Child.</p> <p>To learn that there are different kinds of responsibilities, rights and duties at home, at school, and in the community.</p> <p>To appreciate the range of national, regional, religious and ethnic identities in the UK.</p> <p>To think about the lives of people living in other places, and people with different values and customs.</p> <p>To identify positive ways of facing new challenges.</p> <p>To discuss different job types and identify skills needed for different types of job.</p> <p>To learn about the role money plays in their own and others’ lives.</p> <p>To develop an understanding of the concepts of ‘interest’, ‘loan’, ‘debt’ and ‘tax’, and to increase their understanding of how to manage their money and become a critical consumer.</p> <p>To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people.</p>
YEAR A	<p>Health and Well-being</p> <p>Keeping Safe SPRING</p> <p>Growing and Changing SUMMER (Some through Science each year)</p>	<p>Relationships</p> <p>Feelings and Emotions (anti-bullying) AUTUMN</p> <p>Valuing Difference (anti-bullying) SPRING</p>	<p>Living in the Wider World</p> <p>Rights and Responsibilities AUTUMN</p> <p>Taking Care of the Environment SUMMER</p>
YEAR B	<p>Health and Well-being</p> <p>Healthy lifestyles SUMMER</p> <p>Keeping Safe SPRING</p>	<p>Relationships</p> <p>Valuing Difference (anti-bullying) AUTUMN</p> <p>Healthy Relationships SPRING</p>	<p>Living in the Wider World</p> <p>Rights and responsibilities AUTUMN</p> <p>Money SUMMER</p>

Year 6	<p>To learn about positive and negative effects on physical, mental and emotional health (including the media).</p> <p>To extend their vocabulary to enable them to explain both the range and intensity of their feelings to others and recognise that they may experience conflicting emotions.</p> <p>To reflect on and celebrate their achievements, identify strengths, areas for improvements and set high aspirations and goals.</p> <p>To learn how their bodies will change as they approach and move through puberty).</p> <p>To recognise, explore and critique how images in the media do not always reflect reality and can affect how people feel about themselves.</p> <p>To learn about human reproduction including conception.</p> <p>To deepen understanding of risk by recognising, predicting and assessing risks in difference situations and deciding how to manage them responsibly.</p> <p>To understand that pressure to behave in an unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.</p> <p>To learn which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage pupils immediate and future health and safety, that some are legal, some are restricted, and some are illegal to own, use and supply .</p> <p>To demonstrate effective ways of resisting negative pressure (knowing where to get help, an option to delay, showing resilience).</p>	<p>To recognise and respond appropriately to a wider range of feelings in others.</p> <p>To identify stronger emotions and learn how to manage these positively (e.g. divorce).</p> <p>To discuss emotional changes of puberty.</p> <p>To analyse and evaluate a range of sources of information, including ICT and the media by investigating topical issues, problems and events.</p> <p>To judge what kind of physical contact is acceptable/unacceptable and how to respond.</p> <p>To work collaboratively towards shared goals.</p> <p>To recognise and challenge stereotypes.</p> <p>To be aware of different types of relationship, including those between friends and families, civil partnerships and marriage.</p> <p>To know that civil partnerships and marriage are examples of stable, loving relationships and to be aware that marriage is a commitment freely entered into by both people.</p> <p>To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge their points of view.</p> <p>To understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability).</p> <p>To negotiate, decide and participate in responsible actions, both in school and in the wider community, reflecting on the level of their participation.</p>	<p>To learn why and how rules and laws that protect themselves and others are made and reinforced, why different rules are needed in different situations and how to take part in making and changing rules.</p> <p>To know that there are some cultural practices which are against British law and universal human rights To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities.</p> <p>To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</p> <p>To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.</p> <p>To understand the role of the media in presenting information to the public. To appreciate that information can be interpreted in different ways (propaganda, censorship).</p> <p>To learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.</p> <p>To develop an understanding of the concepts of 'interest', 'loan', 'debt' and 'tax' To learn about enterprise and the skills that make someone 'enterprising'.</p>
YEAR A	<p>Health and Well-being</p> <p>Keeping Safe SPRING</p> <p>Growing and Changing SUMMER</p> <p>(Some through Science each year)</p>	<p>Relationships</p> <p>Feelings and Emotions (anti-bullying) AUTUMN</p> <p>Valuing Difference (anti-bullying) SP</p>	<p>Living in the Wider World</p> <p>Rights and Responsibilities AUTUMN</p> <p>Taking Care of the Environment SUMMER</p>
YEAR B	<p>Health and Well-being</p> <p>Healthy lifestyles SUMMER</p> <p>Keeping Safe SPRING</p>	<p>Relationships</p> <p>Valuing Difference (anti-bullying) AUTUMN</p> <p>Healthy Relationships SPRING</p>	<p>Living in the Wider World</p> <p>Rights and Responsibilities AUTUMN</p> <p>Money SUMMER</p>

