



Policy for PSHE including RHE and RSE. Stoke Heath Primary School

PSHE Intent

We are Citizens!

At Stoke Heath, we have designed a bespoke PSHE curriculum which improves pupils' personal development by continually building on their knowledge, skills and understanding of being a safe, respectful and inclusive citizen in modern-day Britain. Our personalised programme of study goes beyond the statutory requirements of RHE and incorporates relationships and sex education. We also equip pupils with knowledge about their future. We learn about the next stage of their education and, also start to think about career choices. SMSC is integrated into each strand of the PSHE curriculum to enable pupils to contribute positively to their community and society. Pupils learn how to keep themselves healthy, including both physically and mentally and we provide them with the knowledge needed to make the correct choices. We promote British Values at Stoke Heath by incorporating all British values within the PSHE strands of work.

The 7 strands of our PSHE curriculum are:

- Our Safety
- Our Community
- Our Future
- Our Feelings and Well-Being
- Our Relationships
- Our Bodies
- Our Digital World

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Contents

| | |
|---|---|
| 1. POLICY STATEMENT | |
| 1.1. Definitions | 3 |
| 1.2. Policy Scope and Rationale | 3 |
| 1.3. Policy Consultation | 3 |
| 1.4. Policy Availability | 3 |
| 1.5. Legal Requirements | 4 |
| 1.6. Roles and Responsibilities | 4 |
| 2. AIMS AND OBJECTIVES | |
| 2.1. School Ethos | 4 |
| 2.2. Moral Framework and Values | 5 |
| 2.3. Aim of Teaching Relationships and Health Education | 5 |
| 2.4. Teaching and Learning Objectives | 5 |
| 3. CONTENT | |
| 3.1. Relationships Education | 6 |
| 3.2. Health Education | 6 |
| 3.3. Personal, Social and Health Education (PSHE) Curriculum | 6 |
| 4. ORGANISATION | |
| 4.1. How is Relationships and Health Education delivered? | 7 |
| 4.2. Who delivers Relationships and Health Education? | 7 |
| 4.3. How are resources used? | 7 |
| 4.4. How does the school use outside agencies? | 8 |
| 4.5. How will pupil progress be identified? | 8 |
| 4.6. How will the quality of teaching be monitored and evaluated? | 8 |
| 5. SPECIFIC ISSUES IN RELATIONSHIPS AND HEALTH EDUCATION | |
| 5.1. Right of Withdrawal in Relationships and Health Education | 8 |
| 5.2. Safeguarding Children | 8 |
| 5.3. Special Educational Needs (SEN) | 9 |
| 5.4. Equality | 9 |

| | |
|---|-------|
| 5.5. Lesbian, Gay, Bisexual and Transgender (LGBT+) | 9 |
| 6. SEX EDUCATION | |
| 6.1. Status of Sex Education | 9 |
| 6.2. Why is Sex Education being taught? | 10 |
| 6.3. What is taught in Sex Education? | 10 |
| 6.4. Right to Withdrawal in Sex Education | 10 |
| 7. DISSEMINATION AND REVIEW OF POLICY | |
| 7.1. Dissemination | 11 |
| 7.2. Ongoing Consultation | 11 |
| 7.3. Policy Review | 11 |
| APPENDIX | |
| Long term plans | 12-17 |

1. POLICY STATEMENT

1.1. Definitions

Relationships and Health Education (RHE) was introduced as statutory curriculum content in 2019.

Relationships Education can be defined as 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.

Health Education can be defined as teaching the characteristics of good physical health and mental wellbeing.

Sex Education is a non-statutory part of the curriculum and specifically refers to curriculum content about human reproduction not covered in the Primary science curriculum.

Relationships, Health and Sex Education form part of the school's Personal, Social and Health Education (PSHE) programme. In addition to Relationships and Health Education, PSHE covers some additional non-statutory curriculum content including careers education, citizenship, emotional literacy, personal safety, community engagement and Sex Education. It also incorporates British Values and preparation for life in modern Britain.

1.2. Policy Scope and Rationale

This policy covers our school's approach to the teaching of RHE and Sex Education through PSHE lessons. It applies to all children being taught statutory curriculum content from Years 1 to 6.

This policy is a working document which provides guidance and information on all aspects of RHE, PSHE and Sex Education and aims to provide a secure framework within which staff can work.

This policy is for staff, parents/carers, governors and visitors to the school.

1.3. Policy Consultation

This policy was produced by the school's PSHE leader and Senior Leadership Team through consultation with teachers, governors, parents and children. We are committed to working with parents/carers as well as all other school stakeholders, to make this policy as collaborative as possible.

Consultation took the form of a general questionnaire for parents and meetings with governors and teachers. The feedback from this process showed the overwhelming majority of the parents supported the teaching of all the new content covered by RHE. Teachers and Governors also indicated that they fully supported the teaching of this new content.

Pupils have been involved in the creation of this policy through an annual pupil survey.

Consultation around this policy will continue after its publication and this policy will be reviewed by the PSHE Leader and Senior Leadership Team on an annual basis.

1.4. Policy Availability

This policy will be made available through the policy section of the school website. A hard copy and accessible versions can also be obtained on request and free of charge.

Parents will be informed of the policy through a school letter and notice on the website. Teachers will be made aware of the policy through staff meetings. Pupils will also be made aware of the content through their PSHE lessons.

1.5. Legal Requirements

The Department for Education has specified that all primary schools must teach RHE from September 2020, (no later than Easter 2021). The law in relation to RHE states that schools must have a Relationships and Health Education policy that has been produced in consultation with parents and the wider community.

Schools are also required to comply with relevant requirements of the Equality Act 2010. Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

Governing bodies of schools are also required to keep an up-to-date Sex Education policy that describes content and the organisation of SRE provided outside the national curriculum for science. Parents/Carers have the right to withdraw their children from SRE lessons and they will be fully informed of this right.

Other related policies and documents:

- Anti-bullying Policy
- Behaviour and Physical Restraint Policy
- Child Protection and Safeguarding Children Policy
- Curriculum Statement
- E-safety Policy
- Peer on Peer Abuse Policy
- Prevent Safeguarding Policy
- SEND and Inclusion Policy

1.6. Roles and Responsibilities

The governing body is legally responsible for the development and implementation of this policy.

The PSHE programme will be led by the school's PSHE Leader. The leader will be supported and monitored by the school's Senior Leadership Team and Head teacher.

It is the role of the PSHE Leader to develop and monitor this policy, disseminate and consult about its content and ensure its successful delivery through staff training and monitoring.

Teachers are responsible for delivery of PSHE in line with this policy.

All school staff are responsible for reinforcing the values and legal requirements underpinning this policy, particularly in connection to Child Protection and Safeguarding.

2. AIMS AND OBJECTIVES

2.1. School Ethos

Stoke Heath Primary School is passionate about the importance of providing children with good quality PSHE including RSE and RHE. In doing so, we aim to provide children with the skills they need in order to be happy and successful adults and navigate the modern world. It is vital that children's physical and emotional health, safety and well-being is at the forefront of all we do. When children are happy and secure, they can succeed both academically and personally.

2.2. Moral Framework and Values

The teaching of PSHE reflects the school's values of learning, respect, inclusivity and honesty. It also reflects the school's requirements to promote British Values. Therefore, PSHE reinforces the values of:

- self-respect and respect for others
- empathy, mutual support and co-operation
- responsibility for personal actions
- an awareness of the uniqueness of individuals
- respect and acceptance towards others who may have different backgrounds, cultures, religions and sexuality
- diversity within any group of people in terms of gender, religion, language, race, culture, social background, appearance, family set-up, sexual orientation, special needs, ability or disability.
- the right of people to hold their own views (as long as these views do not impact negatively on the rights of others)
- the right not to be abused by or taken advantage of by other people
- the right to accurate information about health, relationship and sex issues

2.3. Aim of Teaching PSHE

Our priorities for teaching RHE come from our knowledge of our community; issues raised by parents, children and teachers; information from local police, feeder schools and social care and the local authority. This evidence is used to generate priorities and identified needs for the scheme of work.

From this process, our identified aims in teaching PSHE are:

- To keep our pupils safe by equipping them with the necessary skills and knowledge to manage their own behaviour and relationships
- To make sure pupils are physically, emotionally and mentally healthy
- To teach the life skills required to enable them to thrive as they grow and develop in a fast-changing world with many challenges and pressures on children
- To provide the skills and knowledge they need to fully manage the natural physical and emotional changes that will happen to them as they grow and mature into healthy, confident and responsible adults
- To promote the school's ethos and values

2.4. Teaching and Learning Objectives

The teaching of PSHE meets the school's overarching aims and values by teaching children:

- the ability to keep themselves and other people safe by minimising risk from harm
- the knowledge to reduce the risks to their own and the health of others
- an understanding of their own bodies and how to make healthy choices
- an awareness of the right they have over their own body

- self-esteem, self-awareness and mental wellbeing
- the skills needed for successful relationships
- the skills and knowledge to make positive informed choices
- the ability to take responsibility for and accept the consequences of their own actions
- opportunities to understand and celebrate difference and diversity
- good communication skills
- the confidence and know-how to seek help and advice

3. CONTENT

3.1. Relationships Education (Statutory)

In line with our aims and objectives, and statutory guidance on Relationships Education and Health Education, Relationships Education will teach:

- Information about different kinds of relationships – including friendships, families and people pupils can go to for support.
- Characteristics of healthy relationships.
- The facts about marriage and civil partnership.
- How to take turns, treat others with kindness, consideration and respect.
- The importance of honesty, permission seeking and giving, and the concept of personal privacy.
- Personal space and boundaries, showing respect, and understanding the differences between appropriate and inappropriate contact.
- Online safety and appropriate behaviour online.
- Developing personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.
- Positive emotional and mental wellbeing, including how friendships can support mental wellbeing.
- How to recognise and report abuse, including bullying, emotional, physical and sexual abuse.

3.2. Health Education (Statutory)

In line with our aims and objectives, and statutory guidance on Relationships Education and Health Education, Health Education will teach:

- The importance of daily exercise, good nutrition and sufficient sleep.
- The steps pupils can take to protect their own and others' health and wellbeing – this includes teaching simple self-care techniques, personal hygiene, how to prevent health and wellbeing problems, and basic first aid.
- The relationship between good physical health and good mental wellbeing – including the benefits exercise and spending time outdoors can have on mental wellbeing.
- The benefits of hobbies, interests and participation in communities.
- The benefits of rationing the time spent online and the risks of excessive use of electronic devices.
- Issues relating to isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.
- Why social media, computer games and online gaming have age restrictions, and how to manage common online difficulties.
- The facts around puberty and menstruation.

3.3. Personal, Social and Health Education (PSHE) Curriculum (Optional)

Both Relationships and Health Education will be taught as part of the school's overall PSHE curriculum. This includes RSE (See section 6), careers education and financial education. The content of our combined PSHE curriculum is largely based on the PSHE Association's recommended programme of study which we have then personalised resulting in a bespoke curriculum specifically written for the children of Stoke Heath.

We have organised content from the statutory guidance as well as content we want to include around 7 strands: Our Safety, Our community, Our Future, Our Feelings, Our Relationships, Our bodies and Our Digital World. Each strand has 6 lessons which are progressive across the year and across the school. While ideas and themes are revisited, individual lesson intentions and content are different.

See appendix 1 for a long term plan showing an overview of the learning

4. ORGANISATION

4.1. How is PSHE delivered?

PSHE is taught weekly by all year groups from years 1 to 6. Lessons are usually around 30 minutes in length and take place in the morning wherever possible. Lessons are mostly book based, with a wide range of depersonalised resources such as use of a class puppet, 1Decision programme or use of video and drama, as well as written tasks.

The teacher is responsible for establishing a safe learning environment for the lessons, where there are clear ground rules, different opinions are encouraged and respected, and children feel comfortable in discussing the issues raised during lessons. Questions asked during lessons are encouraged and answered factually in line with the content of the scheme of work. When teaching more sensitive content and where children may feel embarrassed in asking questions, children are taught to ask questions through a class message box. Teachers are trained in distancing techniques to ensure that all staff and children feel comfortable during these lessons, though lessons also make links to the children's real-life experiences and encourage putting the ideas learned in lessons into practice.

Strands are not taught in blocks but on a constant cycle. E.g. Lesson 1 from strand 1, then lesson 1 from strand 2 then lesson 1 from strand 3 etc. This is to ensure that all strands are constantly revisited throughout the year. All classes cover the same strand at the same time. This enables weekly assemblies to be linked to the strand that children are covering that week giving further learning opportunities as well as creating a whole school ethos around PSHE.

4.2. Who delivers Relationships and Health Education?

We believe that due to the personal nature of some of the learning, PSHE is best delivered by the class teacher. As much as possible, we try to ensure PSHE is not delivered by a supply teacher to ensure the lessons are appropriately differentiated, take into account any personal circumstances and are sensitive to the needs of the children. Teachers are trained during staff meetings and training days and supported in their teaching by the PSHE Leader. Due to the nature of PSHE lessons, teachers are trained to report any safe-guarding issues onto CPOMS immediately.

4.3. How are resources used?

In choosing resources for these lessons, we choose high quality resources which best suit the needs of the children. Many of the resources we use have been recommended by the Local Authority and/or the PSHE Association. They are chosen and checked for:

- being inclusive
- positive, healthy and unbiased messages

- age appropriateness
- promoting positive values
- accuracy
- being up to date
- encouraging positive decision making

Staff are trained in using depersonalised resources and activities in lessons, so children are never put under any pressure to discuss matters personal or specific to them.

Parents/carers have the right to view specific resources on request. As we are always evaluating and trying to improve our practise, resources will be continually updated.

4.4. How does the school use outside agencies?

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RHE in school. This is covered by a code of practice:

- Visitors are invited into school because of the particular expertise or contribution they are able to make
- All input to PSHE lessons are part of a planned programme and negotiated and agreed with staff in advance
- The learning of these sessions will supplement and build on the content taught in PSHE lessons and not replace it
- All visitors are supervised/supported by a member of staff at all times
- The input of visitors is monitored and evaluated by staff and pupils, and will inform future planning
- All visitors are familiar with and understand this policy and work within it

4.5. How will pupil progress be identified?

Progress in PSHE is hard to measure and this is an area we are still developing and investigating.

Currently, we identify progress for individuals or groups through:

- Whole school annual pupil survey
- Individual pupil voice feedback session
- Feedback from teachers
- CPOMS logs
- Use of assessment grids at the end of each lesson

4.6. How will the quality of teaching be monitored and evaluated?

The quality of provision will be monitored by the PSHE Leader and overseen by the Senior Leadership Team and Head Teacher. Where a need has been identified, they will also be responsible for providing support for teachers and pupils. The lessons will be monitored through:

- Learning visits
- Planning
- Pupil voice
- Discussions in staff meetings and training

5. SPECIFIC ISSUES IN PSHE

5.1. Right of Withdrawal in Relationships and Health Education

Relationships and Health Education became a statutory part of the curriculum from September 2020. This means that after this date there is no right to withdraw children from these lessons.

Note that these arrangements do not apply to Sex Education, as this is a non-statutory part of the curriculum. See section 6.4.

5.2. Safeguarding Children

PSHE may bring about disclosures of safeguarding children issues and all staff are conversant with the procedures for reporting their concerns.

In these cases, the school's Child Protection and Safeguarding Children Policy needs to be followed.

5.3. Special Educational Needs (SEN)

Teachers will ensure that lessons meet the needs of all their pupils and will take account of any specific needs of individual children in putting together and delivering their lessons. The texts/resources must be accessible for all learners. The PSHE Leader and Senior Leadership Team will support teachers in high quality differentiation where required, to ensure that all children can access the learning. AFL must be a high priority and misconceptions must be addressed during the lesson. The teacher may address this at the point of learning or can be by a TA or a member of the families team. Where necessary, parents will be informed.

In specific cases, where we feel teaching particular content to pupils may not be appropriate for their needs, we will meet with parents/carers to discuss the most appropriate steps.

5.4. Equality

Planning and delivery of PSHE will always take into account the cultural, family and religious backgrounds of the pupils to ensure that all curriculum content is taught appropriately and in line with the school's ethos and values.

The Department for Education states that schools should be alive to issues such as everyday sexism, misogyny, anti-religious attitudes, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Therefore, PSHE lessons will promote the school's values in terms of equality and diversity and any incidents will be dealt with in line with the school's Behaviour Policy.

5.5. Lesbian, Gay, Bisexual and Transgender (LGBT+)

The Department for Education has stated that schools must ensure that they comply with the relevant provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are amongst the protected characteristics. In line with the school's ethos and values, we want to ensure that PSHE recognises the circumstances of all pupils, parents and families in our school community.

The Department also states that:

"Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum."

There are some explicit lessons on LGBT issues as can be seen in the long term plan (Appendix 1). However, as we don't want these to be stand-alone lessons we have also ensured that LGBT representation happens across the curriculum. Often this is through the choice of books we are using which may include LGBT characters even if the lesson doesn't specifically include LGBT learning.

As with the teaching of other curriculum content such as when teaching different religions in Religious Education, teachers will ensure that information about LGBT+ is presented in a neutral and factual manner, without emphasis or bias. This approach was discussed with parents/carers during the consultation process for this policy.

6. SEX EDUCATION

6.1. Status of Sex Education

Sex Education is non-statutory for Primary schools and is not considered to be part of Relationships and / or Health Education. It does form part of the school's overall PSHE provision.

6.2. Why is Sex Education being taught?

The Department for Education recommends 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 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.

Sex Education aims to help children understand issues relating to sex and reproduction. Primary sex education is ideally taught before children start to experience puberty and show an increased awareness of matters relating to the body and sex. Primary sex education is about demonstrating to children that matters relating to the body and sex can be spoken about in a sensitive and positive way. This helps children feel more comfortable communicating about these matters. Research strongly suggests this increases the likelihood of them behaving responsibly in any sexual relationship they go on to have, as such responsibility usually requires some kind of communication – with a partner and/or sexual health services. It also increases the likelihood that children will disclose any incidents of abuse or situations which made them feel uncomfortable.

Sex Education gives pupils accurate information about sex within the context of committed relationships, and allows pupils the opportunities to develop life skills and a moral framework that aims to enable them to make positive use of that information.

6.3. What is taught in Sex Education?

Sex Education is taught throughout Year 6 across 4 lessons. These are highlighted in yellow on the LTP (Appendix 1)

It builds on the learning about puberty in Relationships and Health Education in Years 3-5 by explaining:

- about the link between puberty and reproduction
- about reproduction in relationships and why two people might choose to have a sexual relationship
- how babies are made through sex
- the process of conception and pregnancy

The school will continue to consult with parents/carers to discuss whether this offer of provision is sufficient and reflective of the views of all stakeholders, and may therefore change as a result of this consultation.

6.4. Right to Withdrawal in Sex Education

As Sex Education is non-statutory curriculum content, parents/carers have the right to withdraw their children from these lessons.

At the start of each year parents are sent a copy of the LTP for their child's year group. Year 6 parents are informed of their right to withdraw and the lessons this applies to are clearly shown. Any parents wishing to withdraw their child are encouraged to have a conversation with the class teacher, PSHE or a member of SLT. This will allow them to make an informed decision in the best interests of their child.

Requests to withdraw children from Sex Education need to be put in writing to the Head Teacher before the commencement of the lessons. If children are withdrawn from lessons, they are educated in another class for the duration of the lesson.

Note that from September 2020, this right to withdrawal does not apply to curriculum content covered in Relationships and Health Education, including topics around puberty and menstruation.

7. DISSEMINATION AND REVIEW OF POLICY

7.1. Dissemination

All teachers and governors will receive a copy of the policy. Training will be regularly delivered to staff on the policy content.

Information sessions will be held for parents/carers to inform them of the content of this policy and the lessons for their children, and this policy and the scheme of work will be published on the school website.

7.2. Ongoing Consultation

At the start of each year parents are sent a copy of the LTP for their child's year group along with some general information about PSHE. If needed, meetings will be held with parents/carers to review the content of this policy. Following this consultation, the PSHE Leader and Senior Leadership Team are responsible for reviewing and updating this policy.

7.3. Policy Review

This policy is to be reviewed in January 2024

Appendix 1: LTPs

Year 1

| Our Safety | Our Relationships | Our Bodies |
|---|--|--|
| <p>To learn how rules keep us safe explore what rules are, why we have them and where rules apply (school/home/wider world) why some things have age restrictions, e.g. TV and film, games, toys or play areas</p> | <p>To learn what a family is what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.</p> | <p>To learn what healthy means what it means to be healthy and why it is important</p> |
| <p>To learn about permission (non-physical) when it is important to ask for permission to touch others how to ask for and give/not give permission about situations when someone's body or feelings might be hurt and whom to go to for help</p> | <p>To learn how families are different what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.</p> | <p>To learn about healthy daily routines ways to take care of themselves on a daily basis about basic hygiene routines, e.g. hand washing</p> |
| <p>To learn about touch to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) how to respond if being touched makes them feel uncomfortable or unsafe about situations when someone's body or feelings might be hurt and whom to go to for help</p> | <p>To learn about people who care for us (relatives) about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers the role these different people play in children's lives and how they care for them</p> | <p>To learn about healthy food ways to take care of themselves on a daily basis about healthy and unhealthy foods, including sugar intake</p> |
| <p>To learn about privacy (general) about what it means to keep something private about situations when someone's body or feelings might be hurt and whom to go to for help</p> | <p>To learn what to do if you are worried about your family about the importance of telling someone — and how to tell them — if they are worried about something in their family</p> | <p>To learn about healthy activity about physical activity and how it keeps people healthy ways to take care of themselves on a daily basis about different types of play, including balancing indoor, outdoor and screen-based play</p> |
| <p>To learn about privacy (bodies) about what it means to keep something private, including parts of the body that are private Name body parts about situations when someone's body or feelings might be hurt and whom to go to for help</p> | <p>To learn about people who care for us (friends) about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers the role these different people play in children's lives and how they care for them</p> | <p>To learn about sun safety how to keep safe in the sun</p> |
| <p>To learn about permission (physical) when it is important to ask for permission to touch others how to ask for and give/not give permission about situations when someone's body or feelings might be hurt and whom to go to for help</p> | <p>To learn about bullying about what bullying is The difference between bullying, teasing and being mean What to do if you're being bullied</p> | <p>To learn about people who help us to be healthy about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors</p> |
| Our Community | Our Future | Our Feelings and well-being |
| <p>To learn how rules are different in different situations about examples of rules in different situations, e.g. class rules, rules at home, rules outside</p> | <p>To learn that everyone has different strengths that everyone has different strengths, in and out of school</p> | <p>To learn about respect about what respect means</p> |
| <p>To learn what makes people different Interests. Language, family, home, skin colour, religion</p> | <p>To learn about different jobs and the work people do (people who help us) about how different strengths and interests are needed to do different jobs about people whose job it is to help us in the community about different jobs and the work people do</p> | <p>To learn how rules protect our feelings about class rules, being polite to others, sharing and taking turns what kind and unkind behaviour mean in and out school how kind and unkind behaviour can make people feel how to manage and whom to tell when finding things difficult, or when things go wrong</p> |
| <p>To learn that different people have different needs that different people have different needs</p> | <p>To learn about different jobs and the work people do (other jobs children know) about how different strengths and interests are needed to do different jobs about different jobs and the work people do</p> | <p>To learn about different feelings (happy, sad, angry, scared) about different kinds of feelings how to recognise feelings in themselves and others how feelings can affect how people behave how to manage and whom to tell when finding things difficult, or when things go wrong</p> |
| <p>To learn how to care for different living things in different ways how we care for people, animals and other living things in different ways</p> | <p>To learn about different jobs and the work people do (other jobs children know) about how different strengths and interests are needed to do different jobs about different jobs and the work people do</p> | <p>To learn about different feelings (proud and jealous) about different kinds of feelings how to recognise feelings in themselves and others how feelings can affect how people behave how to manage and whom to tell when finding things difficult, or when things go wrong</p> |
| <p>To learn how to look after the environment how they can look after the environment, e.g. recycling</p> | <p>To learn about different jobs and the work people do (aspirational – introducing alternative ideas) about how different strengths and interests are needed to do different jobs about different jobs and the work people do</p> | <p>To learn about different feelings (excited and ashamed) about different kinds of feelings how to recognise feelings in themselves and others how feelings can affect how people behave how to manage and whom to tell when finding things difficult, or when things go wrong</p> |
| <p>To learn about our community Where are we from, what defines us, what is a community</p> | <p>To learn about different jobs and the work people do (aspirational – introducing alternative ideas) about how different strengths and interests are needed to do different jobs about different jobs and the work people do</p> | <p>To learn how to get help how to manage and whom to tell when finding things difficult, or when things go wrong</p> |
| Our Digital World | | |
| <p>To learn what the internet is Understand what the internet is</p> | <p>To learn the benefits of using the internet and digital devices the benefits of using the internet and digital devices whom to tell if they see something online that makes them feel unhappy, worried, or scared</p> | |
| <p>To learn why people use the internet how and why people use the internet whom to tell if they see something online that makes them feel unhappy, worried, or scared</p> | <p>To learn how people communicate safely with others online how people find things out and communicate safely with others online whom to tell if they see something online that makes them feel unhappy, worried, or scared</p> | |
| <p>To learn how people use the internet how and why people use the internet whom to tell if they see something online that makes them feel unhappy, worried, or scared</p> | <p>To learn basic rules for keeping safe online basic rules for keeping safe online whom to tell if they see something online that makes them feel unhappy, worried, or scared</p> | |

Year 2

| Our Safety | | Our Relationships | Our Bodies |
|--|---|---|---|
| <p>To learn the difference between a happy and unhappy surprise or secret about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help how to ask for help if they feel unsafe or worried and what vocabulary to use</p> | | <p>To learn how to make friends about different ways that people meet and make friends about the things they have in common with their friends, classmates, and other people</p> | <p>To learn how to look after your teeth the importance of, and routines for, brushing teeth and visiting the dentist about food and drink that affect dental health</p> |
| <p>To learn how to say no how to resist pressure to do something that feels uncomfortable or unsafe how to ask for help if they feel unsafe or worried and what vocabulary to use</p> | | <p>To learn what makes a good friend how to be a good friend, e.g. kindness, listening, honesty</p> | <p>To learn about medicines that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel</p> |
| <p>To learn about risk at home how to recognise risk in everyday situations how to help keep themselves safe in familiar and unfamiliar environments to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products how to respond if there is an accident and someone is hurt about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say</p> | | <p>To learn how to solve problems with friends about what causes arguments between friends how to positively resolve arguments between friends</p> | <p>To learn how to stay healthy about routines and habits for maintaining good physical and mental health why sleep and rest are important for growing and keeping healthy</p> |
| <p>To learn about risk at school how to recognise risk in everyday situations how to help keep themselves safe in familiar and unfamiliar environments, such as in school to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger how to respond if there is an accident and someone is hurt about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say</p> | | <p>To learn how to play with different people strategies for positive play with friends, e.g. joining in, including others, etc. how to play and work cooperatively in different groups and situations</p> | <p>To learn about the human life cycle about the human life cycle and how people grow from young to old</p> |
| <p>To learn about risk outside how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines how to help keep themselves safe in familiar and unfamiliar environments, such as 'out and about' to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger how to respond if there is an accident and someone is hurt about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say</p> | | <p>To learn how to ask for help how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else</p> | <p>To learn to name parts of the human body to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> |
| <p>To learn about risk online how to recognise risk in everyday situations how to help keep themselves safe in familiar and unfamiliar environments, such as online to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger</p> | | <p>To learn how friends can be different how friends can have both similarities and differences how to share their ideas and listen to others, take part in discussions, and give reasons for their views</p> | <p>To learn how we change as we grow up about change as people grow up, including new opportunities and responsibilities how our needs and bodies change as we grow up</p> |
| Our Community | Our Future | Our Feelings and well-being | |
| <p>To learn about rights and responsibilities (school) about different rights and responsibilities that they have in school and the wider community</p> | <p>To learn about the concept of money about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments</p> | <p>To learn about different feelings (revise and extend from Y1 list) how to describe and share a range of feelings</p> | |
| <p>To learn about rights and responsibilities (wider community) about different rights and responsibilities that they have in school and the wider community</p> | <p>To learn about gaining money how money can be kept and looked after about getting, keeping and spending money that people are paid money for the job they do</p> | <p>To learn how to manage our moods ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others</p> | |
| <p>To learn about the communities we belong to about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups</p> | <p>To learn about saving money how money can be kept and looked after about getting, keeping and spending money</p> | <p>To learn to ask for help with our feelings when and how to ask for help, and how to help others, with their feelings</p> | |
| <p>To learn how communities help inclusion about how a community can help people from different groups to feel included</p> | <p>To learn about spending money how money can be kept and looked after about getting, keeping and spending money</p> | <p>To learn about bullying about what bullying is and different types of bullying how someone may feel if they are being bullied</p> | |
| <p>To learn about equality to recognise that they are all equal, and ways in which they are the same and different to others in their community</p> | <p>To learn about needs and wants how to recognise the difference between needs and wants how people make choices about spending money, including thinking about needs and wants</p> | <p>To learn about hurtful behaviour how to recognise hurtful behaviour, including online what to do and whom to tell if they see or experience hurtful behaviour, including online</p> | |
| <p>To learn how individuals can make a difference Link with knowledge about Rosa Parks. Recognise that everyone can make a difference, no matter how small</p> | <p>To learn how to prepare ourselves for change preparing to move to a new class and setting goals for next year</p> | <p>To learn how to manage difficult feelings how to manage big feelings including those associated with change, loss and bereavement</p> | |
| Our Digital World | | | |
| <p>To learn why people use the internet to recognise the purpose and value of the internet in everyday life</p> | | <p>To learn that not everything on the internet is true that information online might not always be true</p> | |
| <p>To learn how people use the internet the ways in which people can access the internet e.g. phones, tablets, computers</p> | | <p>To learn to identify online bullying about bullying online, and the similarities and differences to face-to-face bullying how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication</p> | |
| <p>To learn about different types of content on the internet to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos</p> | | <p>To learn about good digital habits Digital health/hygiene Time limits, age restrictions</p> | |

Year 3

| Our Safety | | Our Relationships | Our Bodies |
|---|--|---|--|
| To learn the importance of following rules the importance of following safety rules from parents and other adults how to help keep themselves safe in the local environment or unfamiliar places, | | To learn about different types of families to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents | To learn what a healthy, balanced diet looks like what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally |
| To learn to identify hazards how to identify typical hazards at home and in school | | To learn about positive families that being part of a family provides support, stability and love about the positive aspects of being part of a family, such as spending time together and caring for each other | To learn about the benefits of exercise that regular exercise such as walking or cycling has positive benefits for their mental and physical health |
| To learn about fire safety about fire safety at home including the need for smoke alarms including road, rail, water and firework safety | | To learn about the different ways that people can care for each other about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty | To learn about healthy choices to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) what can help people to make healthy choices and what might negatively influence them |
| To learn to manage risk how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen | | To learn when something in a family might make someone upset or worried to identify if/when something in a family might make someone upset or worried | To learn about healthy habits about the choices that people make in daily life that could affect their health about habits and that sometimes they can be maintained, changed or stopped the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle |
| To learn about privacy about what privacy and personal boundaries are, including online | | To learn what to do if family relationships are making someone feel unhappy or unsafe what to do and whom to tell if family relationships are making them feel unhappy or unsafe | To learn what puberty is Know that puberty is the transition between childhood and adulthood Revise names of body parts from Year 2 Know how and who to ask for help if they have questions about their body |
| To learn what is appropriate to share What is appropriate to share with friends, classmates, family and wider social groups including online | | To learn to identify online bullying about bullying online, and the similarities and differences to face-to-face bullying how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication | To learn what puberty is Know that their body and emotions will change Know how and who to ask for help if they have questions about their body |
| Our Community | | Our Future | Our Feelings and well-being |
| To learn the importance of the law the reasons for rules and laws in wider society the importance of abiding by the law and what might happen if rules and laws are broken | | To learn to set goals how to set goals that they would like to achieve this year e.g. learn a new hobby | To learn about bullying that bullying and hurtful behaviour is unacceptable in any situation about the effects and consequences of bullying for the people involved what to do and whom to tell if they see or experience bullying or hurtful behaviour |
| To learn about human rights what human rights are and how they protect people to identify basic examples of human rights including the rights of children | | To learn about different job sectors about jobs that people may have from different sectors e.g. teachers, business people, charity work | To learn about politeness what it means to treat others, and be treated, politely |
| To learn about responsibilities about how they have rights and also responsibilities that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn | | To learn about stereotypes in jobs about common myths and gender stereotypes related to work to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM | To learn about things that affect feelings about the things that affect feelings both positively and negatively strategies to identify and talk about their feelings |
| To learn about respect the ways in which people show respect and courtesy in different cultures and in wider society to recognise respectful behaviours e.g. helping or including others, being responsible | | To learn about skills needed for jobs about some of the skills needed to do a job, such as teamwork and decision-making | To learn about different ways people express feelings about some of the different ways people express feelings e.g. words, actions, body language to recognise how feelings can change overtime and become more or less powerful |
| To learn how to be respectful in different situations how to model respectful behaviour in different situations e.g. at home, at school, online | | To learn about different career paths that people can have more than one job at once or over their lifetime | To learn the importance of self-respect the importance of self-respect and their right to be treated respectfully by others to recognise common challenges to self-worth e.g. finding school work difficult, friendship issues basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again |
| To learn how individuals can make a difference PeaceJam lesson: Rigoberta Menchu Tum. Read story followed by Character education activity. | | To learn to identify our skills and interests to recognise their interests, skills and achievements and how these might link to future jobs | To learn about our strengths and interests that everyone is an individual and has unique and valuable contributions to make to recognise how strengths and interests form part of a person's identity how to identify their own personal strengths and interests and what they're proud of (in school, out of school) |
| Our Digital World | | | |
| To learn how to stay safe online basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication | | To learn strategies to find out if something on the internet is true strategies to recognise whether something they see online is true or accurate how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication | |
| To learn positive uses for the internet how the internet can be used positively for leisure, for school and for work how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication | | To learn to decide if a game or website is appropriate to use to evaluate whether a game is suitable to play or a website is appropriate for their age-group how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication | |
| To learn how and why information on the internet is altered to recognise that images and information online can be altered or adapted and the reasons for why this happens how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication | | To learn to make good choices from search results to make safe, reliable choices from search results how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication | |

Year 4

| Our Safety | Our Relationships | Our Bodies |
|--|--|--|
| <p>To learn about bullying to differentiate between playful teasing, hurtful behaviour and bullying, including online how to respond if they witness or experience hurtful behaviour or bullying, including online</p> | <p>To learn the features of a healthy friendship About the features of positive healthy friendships such as mutual respect, trust and sharing interests</p> | <p>To learn to identify factors that maintain a healthy lifestyle to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally what good physical health means and how to recognise early signs of physical illness that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary</p> |
| <p>To learn to manage peer pressure recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable how to manage pressures associated with dares</p> | <p>To learn what to do if a friendship is making you unhappy How to seek support with relationships if they feel lonely or excluded</p> | <p>To learn how to manage good oral hygiene how to maintain oral hygiene and dental health, including how to brush and floss correctly the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health</p> |
| <p>To learn when it is appropriate to keep a secret when it is right to keep or break a confidence or share a secret</p> | <p>To learn respectful online communication with friends How to communicate respectfully with friends when using digital devices What to do or whom to tell if they are worried about any contact online</p> | <p>To learn what puberty is about the physical and emotional changes during puberty the importance of personal hygiene routines during puberty including washing regularly and using deodorant how to discuss the challenges of puberty with a trusted adult how to get information, help and advice about puberty</p> |
| <p>To learn the importance of using medicines and chemicals safely the importance of taking medicines correctly and using household products safely</p> | <p>To learn the risks of communicating with people online How knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know What to do or whom to tell if they are worried about any contact online</p> | <p>To learn to identify internal and external body parts how to identify external genitalia and reproductive organs how to discuss the challenges of puberty with a trusted adult how to get information, help and advice about puberty</p> |
| <p>To learn what a drug is to recognise what is meant by a 'drug' that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing</p> | <p>To learn about bullying that bullying and hurtful behaviour is unacceptable in any situation about the effects and consequences of bullying for the people involved what to do and whom to tell if they see or experience bullying or hurtful behaviour</p> | <p>To learn about changes that occur during puberty (girls) key facts about the menstrual cycle and menstrual wellbeing strategies to manage the changes during puberty including menstruation how to discuss the challenges of puberty with a trusted adult how to get information, help and advice about puberty</p> |
| <p>To learn about the effects of some drugs to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects to identify some of the risks associated with drugs common to everyday life that for some people using drugs can become a habit which is difficult to break how to ask for help or advice</p> | <p>To learn how to respond to bullying Know a variety of strategies to use if they see bullying or are being bullied</p> | <p>To learn about changes that occur during puberty (boys) key facts about erections and wet dreams strategies to manage the changes during puberty how to discuss the challenges of puberty with a trusted adult how to get information, help and advice about puberty</p> |
| Our Community | Our Future | Our Feelings and well-being |
| <p>To learn to talk about our differences appropriately to recognise differences between people such as gender, race, faith a vocabulary to sensitively discuss difference and include everyone</p> | <p>To learn about different payment methods about different ways to pay for things such as cash, cards, e-payment and the reasons for using them</p> | <p>To learn about different emotions: anger, calm, happy, sad To learn what they look like, what they feel like and how to manage them</p> |
| <p>To learn the importance of respecting differences to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations about the importance of respecting the differences and similarities between people</p> | <p>To learn about the positive effects of spending that how people spend money can have positive effects on others e.g. charities</p> | <p>To learn about different emotions: generous, greedy, kind, selfish To learn what they look like, what they feel like and how to manage them</p> |
| <p>To learn what a community is the meaning and benefits of living in a community to recognise that they belong to different communities as well as the school community about the different groups that make up and contribute to a community</p> | <p>To learn about the negative effects of spending that how people spend money can have negative effects on others e.g. single use plastics</p> | <p>To learn about different emotions: excited, scared, brave, nervous To learn what they look like, what they feel like and how to manage them</p> |
| <p>To learn about groups in our local community about the individuals and groups that help the local community, including through volunteering and work</p> | <p>To learn why people make different decisions about spending how people make different spending decisions based on their budget, values and needs</p> | <p>To learn about different emotions: needed, lonely, shy, confident To learn what they look like, what they feel like and how to manage them</p> |
| <p>To learn the importance of kindness how to show compassion towards others in need and the shared responsibilities of caring for them</p> | <p>To learn how to budget how to keep track of money and why it is important to know how much is being spent</p> | <p>To learn about different emotions: modest, arrogant, proud, ashamed</p> |
| <p>To learn how the school contributes to the local community Think about school's place within local community, what do we do/offer Groups we have links with. What else could we do?</p> | <p>To learn how children can earn money How can children make money – online, enterprise, ethics, who keeps the money</p> | <p>To learn about different emotions: loved, excluded, jealousy, accepting To learn what they look like, what they feel like and how to manage them</p> |

| Our Digital World | |
|---|--|
| <p>To learn to recognise risks online how to recognise risks online such as harmful content or contact how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online</p> | <p>To learn how organisations use personal information that organisations can use personal information to encourage people to buy things</p> |
| <p>To learn how people may behave differently online how people may behave differently online including pretending to be someone they are not how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online</p> | <p>To learn what online adverts look like to recognise what online adverts look like to compare content shared for factual purposes and for advertising</p> |
| <p>To learn about digital footprints that everything shared online has a digital footprint</p> | <p>To learn the importance of good digital habits Recognise good and bad habits Reflect on own digital use</p> |

Year 5

| Our Safety | Our Relationships | Our Bodies |
|--|---|--|
| <p>To learn how to identify and manage risk to identify when situations are becoming risky, unsafe or an emergency to identify occasions where they can help take responsibility for their own safety to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour</p> | <p>To learn what makes a healthy friendship what makes a healthy friendship and how they make people feel included strategies to help someone feel included</p> | <p>To learn about the importance of sleep how sleep contributes to a healthy lifestyle healthy sleep strategies and how to maintain them</p> |
| <p>To learn how to respond in an emergency Spot and identify potential hazards and dangers in different locations how to respond in an emergency, including when and how to contact different emergency services</p> | <p>To learn how friendships change that friendships can change over time and the benefits of having new and different types of friends</p> | <p>To learn about the benefits and risks of the sun about the benefits of being outdoors and in the sun for physical and mental health how to manage risk in relation to sun exposure, including skin damage and heat stroke</p> |
| <p>To learn about consent how to ask for, give and not give permission for physical contact</p> | <p>To learn how to resolve problems with friends that it is common for friendships to experience challenges strategies to positively resolve disputes and reconcile differences in friendships</p> | <p>To learn how to control and manage illnesses how medicines can contribute to health and how allergies can be managed that some diseases can be prevented by vaccinations and immunisations that bacteria and viruses can affect health how they can prevent the spread of bacteria and viruses with everyday hygiene routines to recognise the shared responsibility of keeping a clean environment</p> |
| <p>To learn how to manage unwanted touch how to respond to unwanted or unacceptable physical contact that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about whom to tell if they are concerned about unwanted physical contact</p> | <p>To learn about peer influence (face to face) about peer influence and how it can make people feel or behave the impact of the need for peer approval in different situations, including online strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication</p> | <p>To learn what puberty is about the physical and emotional changes during puberty the importance of personal hygiene routines during puberty including washing regularly and using deodorant how to discuss the challenges of puberty with a trusted adult how to get information, help and advice about puberty</p> |
| <p>To learn about acceptable and unacceptable touch to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations how it feels in a person's mind and body when they are uncomfortable that it is never someone's fault if they have experienced unacceptable contact</p> | <p>To learn about peer influence (online) about peer influence and how it can make people feel or behave the impact of the need for peer approval in different situations, including online strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication</p> | <p>To learn about changes that occur during puberty (girls) key facts about the menstrual cycle and menstrual wellbeing strategies to manage the changes during puberty including menstruation how to discuss the challenges of puberty with a trusted adult how to get information, help and advice about puberty</p> |
| <p>To learn about FGM that female genital mutilation (FGM) is against British law¹ what to do and whom to tell if they think they or someone they know might be at risk of FGM</p> | <p>To learn how to recognise a negative friendship how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable when and how to seek support in relation to friendships</p> | <p>To learn about changes that occur during puberty (boys) key facts about erections and wet dreams strategies to manage the changes during puberty how to discuss the challenges of puberty with a trusted adult how to get information, help and advice about puberty</p> |
| Our Community | Our Future | Our Feelings and well-being |
| <p>To learn about different types of discrimination to recognise that everyone should be treated equally what discrimination means and different types of discrimination e.g. racism, sexism, homophobia</p> | <p>To learn what affects people's career choice how or why someone might choose a certain career about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values</p> | <p>To learn what we mean by mental health that mental health is just as important as physical health and that both need looking after to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support</p> |
| <p>To learn the impact of discrimination the impact of discrimination on individuals, groups and wider society ways to safely challenge discrimination</p> | <p>To learn the benefits of being ambitious about the role ambition can play in achieving a future career</p> | <p>To learn how mental health can be affected negatively how negative experiences such as being bullied or feeling lonely can affect mental wellbeing positive strategies for managing feelings</p> |
| <p>To learn about online bullying and discrimination to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment how to report discrimination online</p> | <p>To learn about routes into work that there is a variety of routes into work e.g. college, apprenticeships, university, training</p> | <p>To learn how to seek help with difficult feelings to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available identify where they and others can ask for help and support with mental wellbeing in and outside school the importance of asking for support from a trusted adult</p> |
| <p>To learn to listen to a wide range of views why it is important 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>To learn about the importance of diversity in workplaces the importance of diversity and inclusion to promote people's career opportunities about stereotyping in the workplace, its impact and how to challenge it</p> | <p>To learn how to manage difficult feelings and manage our mental health that there are situations when someone may experience mixed or conflicting feelings how feelings can often be helpful, whilst recognising that they sometimes need to be overcome ways to boost their mood and improve emotional wellbeing about the link between participating in interests, hobbies and community groups and mental wellbeing</p> |
| <p>To learn how the government supports people in the UK about how resources are allocated and the effect this has on individuals, communities and the environment</p> | <p>To learn to identify career paths that interest you to identify jobs that they might like to do in the future</p> | |
| <p>To learn about protecting the environment the importance of protecting the environment and how everyday actions can either support or damage it how to show compassion for the environment, animals and other living things to express their own opinions about their responsibility towards the environment</p> | <p>To learn how spending money affects the environment about the way that money is spent and how it affects the environment</p> | <p>To learn to identify and celebrate our personal identity about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes, sexuality how to recognise, respect and express their individuality and personal qualities</p> |
| Our Digital World | | |
| <p>To learn to identify different types of digital media to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise</p> | <p>To learn how to choose reliable search results how to assess which search results are more reliable than others</p> | |
| <p>To learn to identify fact, opinion and bias basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased</p> | <p>To learn to recognise unsafe or suspicious content online to recognise unsafe or suspicious content online</p> | |
| <p>To learn to identify stereotypes that some media and online content promote stereotypes</p> | <p>To learn how devices store and share information how devices store and share information</p> | |

Year 6

| Our Safety | Our Relationships | Our Bodies |
|---|---|--|
| To learn the features of healthy and unhealthy friendships to compare the features of a healthy and unhealthy friendship | To learn what it means to be attracted to someone what it means to be attracted to someone and different kinds of loving relationships that people who love each other can be of any gender, ethnicity or faith | To learn about the risks and effects of different drugs about the risks and effects of different drugs to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs |
| To learn to assess the risks of different challenges how to assess the risk of different online 'challenges' and 'dares' how to get advice and report concerns about personal safety, including online | To learn the qualities of a healthy relationships about the qualities of healthy relationships that help individuals flourish | To learn about the reason people use drugs about mixed messages in the media relating to drug use and how they might influence opinions and decisions about the organisations where people can get help and support concerning drug use how to ask for help if they have concerns about drug use |
| To learn about shared responsibility about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong | To learn about gender and sexual identity the difference between gender identity and sexual orientation and everyone's right to be loved that for some people their gender identity does not correspond with their biological sex | To learn about the responsibilities of having a baby about the responsibilities of being a parent or carer and how having a baby changes someone's life |
| To learn how to respond to pressure from others strategies to respond to pressure from friends including online how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable | To learn how people can show their love to each other ways in which couples show their love and commitment to one another, including those who are not married or who live apart | To learn what sexual intercourse is what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults |
| To learn how to seek and give consent what consent means and how to seek and give/not give permission in different situations | To learn to identify the links between love, relationships and sex identify the links between love, committed relationships and conception | To learn how pregnancy occurs how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb |
| To learn about laws relating to drugs about the laws relating to drugs common to everyday life and illegal drugs | To learn about marriage and civil partnership what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults that people have the right to choose whom they marry or whether to get married that to force anyone into marriage is illegal how and where to report forced marriage or ask for help if they are worried | To learn how pregnancy can be prevented that pregnancy can be prevented with contraception |
| Our Community | Our Future | Our Feelings and well-being |
| To learn the link between values and behaviour about the link between values and behaviour and how to be a positive role model | To learn what influences decisions about money about the role that money plays in people's lives, attitudes towards it and what influences decisions about money | To learn some of the changes that happen as you grow up to recognise some of the changes as they grow up e.g. increasing independence |
| To learn to identify and challenge discrimination what prejudice means to differentiate between prejudice and discrimination how to recognise acts of discrimination strategies to safely respond to and challenge discrimination | To learn to identify value for money about value for money and how to judge if something is value for money | To learn what causes grief about the changes that may occur in life including death, and how these can cause conflicting feelings that changes can mean people experience feelings of loss or grief about the process of grieving and how grief can be expressed |
| To learn to identify and challenge stereotypes how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups how stereotypes are perpetuated and how to challenge this | To learn how to be a critical consumer how companies encourage customers to buy things and why it is important to be a critical consumer | To learn strategies to help manage grief about strategies that can help someone cope with the feelings associated with change or loss to identify how to ask for help and support with loss, grief or other aspects of change |
| To learn how to discuss issues respectfully how to discuss issues respectfully how to listen to and respect other points of view how to constructively challenge points of view they disagree with ways to participate effectively in discussions online and manage conflict or disagreements | To learn the impact of not having money how having or not having money can impact on a person's emotions, health and wellbeing To learn about risks associated with money about common risks associated with money, including debt, fraud and gambling how to get help if they are concerned about gambling or other financial risks | To learn how to be more independent about what being more independent might be like, including how it may feel To learn how to manage feelings associated with change about the transition to secondary school and how this may affect their feelings about how relationships may change as they grow up or move to secondary school To learn strategies to help manage change practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school |
| Our Digital World | | |
| To learn some positives and negatives about the internet about the benefits of safe internet use e.g. learning, connecting and communicating how online content can be designed to manipulate people's emotions and encourage them to read or share things the reasons why some media and online content is not appropriate for children what to do and whom to tell if they are frightened or worried about something they have seen online | To learn how to use social media safely why people choose to communicate through social media and some of the risks and challenges of doing so that social media sites have age restrictions and regulations for use the reasons why some media and online content is not appropriate for children what to do and whom to tell if they are frightened or worried about something they have seen online | To learn about sharing things online about sharing things online, including rules and laws relating to this how to recognise what is appropriate to share online how to report inappropriate online content or contact the reasons why some media and online content is not appropriate for children what to do and whom to tell if they are frightened or worried about something they have seen online |
| To learn why age restrictions are important about the different age rating systems for social media, T.V, films, games and online gaming why age restrictions are important and how they help people make safe decisions about what to watch, use or play the reasons why some media and online content is not appropriate for children what to do and whom to tell if they are frightened or worried about something they have seen online | To learn how and why images online might be manipulated, altered, or faked how and why images online might be manipulated, altered, or faked how to recognise when images might have been altered the reasons why some media and online content is not appropriate for children what to do and whom to tell if they are frightened or worried about something they have seen online | To learn about sharing images online to identify types of images that are appropriate to share with others and those which might not be appropriate that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be the reasons why some media and online content is not appropriate for children what to do and whom to tell if they are frightened or worried about something they have seen online |
| To learn the importance of good digital habits how balancing time online with other activities helps to maintain their health and wellbeing strategies to manage time spent online and foster positive habits e.g. switching phone off at night | To learn to make good decisions about online contact Recognise people online may not be who they really are Understanding what personal information is Know what is suitable for sharing and what is not | To learn strategies for managing online requests strategies for dealing with requests for personal information or images of themselves what to do if they take, share or come across an image which may upset, hurt or embarrass them or others how to report the misuse of personal information or sharing of upsetting content/images online the reasons why some media and online content is not appropriate for children what to do and whom to tell if they are frightened or worried about something they have seen online |

