



**Bembridge C of E Primary School**  
'Learning to love God, one another and ourselves'

## RSHE Policy

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

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(Chairman Board of Governors)

Approved FGB 10/05/21

Review date: May 2022

# Bembridge CE Primary School

## Revision Record

Revision No	Date Issued	Prepared By	Approved By	Comments
1	May 10 2021	SG	FGB	New Policy in line with new DfE Statutory Guidance 2019
2				Review and update due

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## Aims

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

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

RSE relates to the school's ethos and values. As a church school following The Church of England Vision for Education – 'Deeply Christian, Serving the Common Good' 2016, we are committed to being a welcoming and inclusive community where all feel included, can learn and flourish, living out Jesus's promise of 'life in all its fullness' (John 10:10), regardless of their family arrangements, beliefs or sexual or gender orientation.

In keeping with the Church of England's Vision for Education, pupils should learn:

- To cherish themselves and others as unique and wonderfully made
- To recognise what a healthy relationship looks like, to form healthy relationships, ensuring respect and dignity for themselves and others
- How to live well together, including behaving well towards others, disagreeing well, forgiving and repairing broken relationships
- How to keep themselves and others safe
- How to make sense of the world around them, to develop the skills to express their own views and make their own informed decisions.

## Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum, ('the changes as humans develop to old age').

In teaching RSE, we must have regard to the statutory guidance, 'Relationships Education, Relationship and Sex Education (RSE) and Health Education' issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#). The guidance sets out legal duties with which schools must comply when teaching relationships education, RSE and health education.

‘An historic step in education that will help to equip children and young people with the knowledge and support that they need to form healthy relationships, lead healthy lives and be safe and happy in modern Britain.’

Damian Hinds, Secretary of State for Education, 2018-2019

At Bembridge CE Primary School we teach RSE as set out in this policy.

## **Policy development**

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

1. Review –the SLT and PSHE subject lead pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent consultation – parents were invited to share their thoughts on the draft policy. The draft policy was emailed as part of the consultation process to parents to view and respond with any queries or comments
4. Pupil consultation – we investigated what pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## **Definition**

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

## **Curriculum**

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

Bembridge CE Primary School intends that all pupils receive a program of Relationships and Sex Education at a level that is appropriate for their age and their emotional and cognitive development. If a pupil asks questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

- For more information about our curriculum, see our curriculum map in Appendix 1.

## **Delivery of RSE**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). Some aspects of RSE are revisited and taught in Assemblies.

Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

Families and people who care for me

Caring friendships

Respectful relationships

Online relationships

Being safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them ( e.g. looked after children or young carers).

Relationships Education, RSE and Health Education complement several other national curriculum subjects such as PSHE, Science, Computing and P.E.

At Bembridge CE Primary School teachers will look for opportunities to draw links between the subjects and integrate and reinforce teaching where appropriate.

At KS1 and 2 National Curriculum Science includes teaching about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.

The National Curriculum for Computing aims to ensure that all pupils understand and apply the fundamental principles and concepts of computer science, including logic, algorithms, and data representation. It also covers online safety, with progression in the content to reflect the different and escalating risks that young people face as they get older. This includes how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and where to go for help and support.

The National Curriculum for P.E. aims to ensure that pupils develop competence to excel and enjoy a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sports and activities and lead healthy, active lives.

RSE will complement whole school approaches to wellbeing and health e.g.

- PSHE Programme
- Sainsbury's School Games Mark

- NSPCC PANTS Programme (KS1) and STAY SAFE SPEAK OUT'(KS2)
- Coram Life Education: SCARF (safety, caring, achievement, resilience, friendship)

## **Sex Education**

Bembridge CE Primary School intends that all pupils receive a programme of Relationships and Sex education at a level that is appropriate for their age and their emotional and cognitive development. Within the context of relationships, health education and science pupils will be taught about the main body parts, the human body as it grows from birth to old age including puberty and reproduction in plants, animals and humans.

The sex education program at Bembridge CE Primary School is tailored to the age and physical and emotional maturity of pupils. It ensures that children are prepared for the changes that adolescence brings in the bodies of both male and females. And drawing on knowledge of the human life cycle set out in the national curriculum for science- how a baby is conceived and born. Teaching will always take account of the developmental differences of the children.

Staff at Bembridge CE Primary School will offer parents support in talking to their own children about sex education and how to link this with what is being taught in school.

Bembridge CE Primary School uses the 'Scarf' teaching materials, alongside other materials from organisations such as the NSPCC. All materials have been carefully selected to be appropriate for the age and stage of pupils and will take account of the religious backgrounds of our pupils.

We also recognise and consider the significance of other factors, such as any special educational needs or disabilities of pupils.

For more information about our RSE curriculum, see Appendices 1 and 2

## **Roles and responsibilities**

### **The governing board**

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

### **The headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

### **Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

All class teachers have responsibility for teaching RSE. The PSHE lead has responsibility to support class teachers in delivering the PSHE curriculum to ensure it covers the statutory RSE guidance.

### **Pupils**

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

### **Parents' right to withdraw**

Parents do not have the right to withdraw their children from Relationships Education.

Parents have the right to withdraw their children from the non-statutory components of Sex Education within RSE.

Requests for withdrawal should be put in writing and addressed to the headteacher. Before granting such a request we ask that parents attend a meeting to discuss the request to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The meeting will be documented and a record kept.

Alternative work will be given to pupils who are withdrawn from sex education.

### **Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. The headteacher will also invite visitors from outside the school, such as school nurses to provide support and training to staff teaching RSE.

### **Monitoring arrangements**

The delivery of RSE is monitored by the PSHE Subject Lead through:

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

Bembridge CE Primary School will have the same high expectations of the quality of pupils' work in RSE as it does in other curriculum areas. Teaching will be assessed and assessments used to identify next steps and where pupils need extra support or intervention. Assessment will be carried out through AFL and marking during and after the lesson, tests/quizzes, written work and self-evaluation to capture progress.

Lessons will be planned to ensure that pupils of differing abilities, including the most able, are suitably challenged.

This policy will be reviewed by the Headteacher and PSHE Subject Lead. At every review, the policy will be approved by the Governing Board.

## Relationships and Sex Education Curriculum Map

### Units for Reception Class

<p><b>Me and my Relationships</b></p> <p>All about me</p> <ul style="list-style-type: none"> <li>• Things that make us the same</li> <li>• Things that make us different</li> <li>• What's good about each of these things?</li> <li>• It's nice to spend time with family and friends</li> <li>• It's also ok to be alone sometimes and enjoy playing and doing things alone</li> <li>• Special interests and skills</li> </ul> <p>What makes me special</p> <ul style="list-style-type: none"> <li>• We are all different - sometimes we like the same things as each other and sometimes different things.</li> </ul> <p>Me and my special people</p> <ul style="list-style-type: none"> <li>• We have different types of families and we have different people who are special to us, both inside and outside our family.</li> </ul> <p>Who can help me?</p> <ul style="list-style-type: none"> <li>• Who can we go to if we need help with something - at school, at home?</li> </ul> <p>My feelings</p> <ul style="list-style-type: none"> <li>• Explore a range of different feelings.</li> <li>• Ideas and solutions for how to deal with a range of emotions</li> </ul> <p>My feelings (2)</p> <ul style="list-style-type: none"> <li>• If you were feeling upset about something, who could you talk to about it?</li> </ul>	<p><b>Valuing Difference</b></p> <p>I'm special, you're special</p> <ul style="list-style-type: none"> <li>• To think about what makes each person so special</li> </ul> <p>Same and different</p> <ul style="list-style-type: none"> <li>• What things are the same about us? (e.g. how we look, things we like to do).</li> <li>• What things are different about us? (e.g. how we look, things we like to do).</li> <li>• What's good about not all being the same?</li> </ul> <p>Same and different families</p> <ul style="list-style-type: none"> <li>• Different kinds of families</li> <li>• To celebrate difference and also to show the things we have in common.</li> </ul> <p>Same and different homes</p> <ul style="list-style-type: none"> <li>• Thinking about our homes; how they are the same in some ways and different in other ways.</li> </ul> <p>Kind and caring</p> <ul style="list-style-type: none"> <li>• Friendship, within the overall theme of valuing and respecting difference.</li> </ul> <p>Kind and caring (2)</p> <ul style="list-style-type: none"> <li>• Friendship and kindness</li> </ul>
<p><b>Keeping Myself Safe</b></p> <p>What's safe to go onto my body</p> <ul style="list-style-type: none"> <li>• Things we put onto our body</li> </ul> <p>Keeping Myself Safe - What's safe to go into my body (including medicines)</p>	<p><b>Rights and Responsibilities</b></p> <p>Looking after my special people</p> <ul style="list-style-type: none"> <li>• Thinking about looking after our family - our special people - who live with us at home.</li> </ul> <p>Looking after my friends</p>

<ul style="list-style-type: none"> <li>• Understand that our body is very clever at getting better by itself but sometimes it needs a bit of help. What sort of things can make us feel better when we're not very well? (Rest, sleep, water, fresh air, healthy food, a cuddle, sometimes medicine.</li> <li>• If you had some medicine at home, who would normally look after it?)</li> <li>• Why does an adult need to look after a medicine for a child?</li> <li>• Where would a parent or carer get the medicine from?</li> </ul> <p><b>Safe indoors and outdoors</b></p> <ul style="list-style-type: none"> <li>• Who helps to keep us safe?</li> <li>• How can we help ourselves to keep safe?</li> <li>• What things could be unsafe in the classroom?</li> <li>• What about at home?</li> <li>• What about outside - in the playground or in the park?</li> <li>• What makes things safe or unsafe? (Being aware of them and how we use them).</li> </ul> <p><b>Listening to my feelings (1)</b></p> <ul style="list-style-type: none"> <li>• Introduces the important issue of consent, here in the form of safe and unsafe touches.</li> </ul> <p><b>Keeping safe online</b></p> <p>Understand how to recognise the feeling that something is wrong and how to get help if this happens, particularly in relation to things that they have seen online.</p> <p><b>People who help to keep me safe</b></p> <ul style="list-style-type: none"> <li>• People who help us most are the people that we know - family, adults at school, friends etc. but that there are people we don't know whose job it is to help keep people safe.</li> </ul>	<ul style="list-style-type: none"> <li>• Ways in which they can look after each other or their friends in their class.</li> </ul> <p><b>Being helpful at home and caring for our classroom</b></p> <ul style="list-style-type: none"> <li>• Caring for our environment by thinking about how the children can help to look after their homes and classroom.</li> </ul> <p><b>Caring for our world</b></p> <ul style="list-style-type: none"> <li>• Clear understanding of their own impact on their immediate environment.</li> <li>• What is special about our outside world?</li> <li>• How do you care for our world?</li> <li>• Can we make our world a better place?</li> </ul> <p><b>Looking after money (1): recognising, spending, using</b></p> <ul style="list-style-type: none"> <li>• Explain that it's important to look after money so that we can look after our feelings</li> <li>• How do people/our parents/carers/grown-ups get money?</li> <li>• What do we do with money?</li> <li>• Why do we need money?</li> </ul> <p><b>Looking after money (2): saving money and keeping it safe</b></p> <ul style="list-style-type: none"> <li>• Recap on what money is used for/where used</li> <li>• Saving project</li> </ul>
<p><b>Being My Best</b></p> <p><b>Bouncing back when things go wrong</b></p> <ul style="list-style-type: none"> <li>• Understand that their feelings are of frustration when they find things challenging and that these can be overcome with patience and practice.</li> </ul> <p><b>Yes, I can!</b></p>	<p><b>Growing and Changing</b></p> <p><b>Seasons</b></p> <ul style="list-style-type: none"> <li>• Seasons of the year go round and round</li> <li>• Learning to do new things</li> </ul> <p><b>Life stages - plants, animals, humans</b></p> <ul style="list-style-type: none"> <li>• Plants, animals and people - also have cycles; these are called life cycles.</li> </ul>

- Understand that their feelings are of frustration when they find things challenging and that these can be overcome with patience and practice.

### Healthy eating (1)

- Explore their understanding of and attitudes about food.
- How we care for our body and keep it safe and healthy by giving it different kinds of healthy foods, washing our hands before eating food etc..

### Healthy eating (2)

- Caring by sharing ideas of favourite kinds of celebration food - use this to celebrate difference as a building block to respecting tolerance and having an understanding of different opinions and ideas.

### Move your body

- Things we can do to keep our bodies healthy
- Understand that exercise is a way of caring for our body and also building resilience when we practise getting better at a particular physical activity/sport.

### A good night's sleep

- Explore routines for getting ready for bed
- Mindfulness - ways to calm themselves if they are feeling very excited, restless or upset.

- Animals grow from helpless babies into creatures that can look after themselves

### Life Stages: Human life stage - who will I be?

- Retell a story and respond to questions about it.
- Use the language and describe the different life stages of: baby, child, teenager, adult, older age.
- Talk about their own experience of growing up.

### Where do babies come from?

- Explain that a baby is made by a woman and a man, and grows inside a mother's tummy.
- Understand that every family is different.
- Talk about similarities and differences between themselves and others.

### Getting bigger

- Talk about how they have changed as they have grown.
- Explain the differences between babies, children, and adults.
- Understand that we are all unique.

### Me and my body - girls and boys

- Name parts of the body (including reproductive parts) using the correct vocabulary.
- Explain which parts of their body are kept private and safe and why.
- Tell or ask an appropriate adult for help if they feel unsafe.

## Units for Year 1

### Me and my Relationships

Why we have classroom rules

- Understand that classroom rules help everyone to learn and be safe;
- Explain their classroom rules and be able to contribute to making these.

Thinking about feelings

- Recognise how others might be feeling by reading body language/facial expressions;
- Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)

Our feelings

- Identify a range of feelings;
- Identify how feelings might make us behave;
- Suggest strategies for someone experiencing 'not so good' feelings to manage these.

Feelings and bodies

- Recognise that people's bodies and feelings can be hurt;
- Suggest ways of dealing with different kinds of hurt.

Our special people balloons

- Recognise that they belong to various groups and communities such as their family;
- Explain how these people help us and we can also help them to help us.

Good friends

- Identify simple qualities of friendship;
- Suggest simple strategies for making up.

How are you listening?

- Demonstrate attentive listening skills;
- Suggest simple strategies for resolving conflict situations;
- Give and receive positive feedback, and experience how this makes them feel.

### Valuing Difference

Same or different?

- Identify the differences and similarities between people;
- Empathise with those who are different from them;
- Begin to appreciate the positive aspects of these differences.

Unkind, tease or bully?

- Explain the difference between unkindness, teasing and bullying;
- Understand that bullying is usually quite rare.

Harold's school rules

- Explain some of their school rules and how those rules help to keep everybody safe.

Who are our special people?

- Identify some of the people who are special to them;
- Recognise and name some of the qualities that make a person special to them.

It's not fair!

- Recognise and explain what is fair and unfair, kind and unkind;
- Suggest ways they can show kindness to others.

## Keeping Myself Safe

### Healthy me

- Understand that the body gets energy from food, water and air (oxygen);
- Recognise that exercise and sleep are important parts of a healthy lifestyle.

### Super sleep

- Recognise the importance of sleep in maintaining a healthy, balanced lifestyle;
- Identify simple bedtime routines that promote healthy sleep.

### Who can help? (1)

- Recognise emotions and physical feelings associated with feeling unsafe;
- Identify people who can help them when they feel unsafe.

### Harold loses Geoffrey

- Recognise the range of feelings that are associated with loss.

### What could Harold do?

- Understand that medicines can sometimes make people feel better when they're ill;
- Explain simple issues of safety and responsibility about medicines and their use.

### Good or bad touches?

- Understand and learn the PANTS rules;
- Name and know which parts should be private;
- Explain the difference between appropriate and inappropriate touch;
- Understand that they have the right to say "no" to unwanted touch;
- Start thinking about who they trust and who they can ask for help.

## Rights and Responsibilities

### Harold's wash and brush up

- Recognise the importance of regular hygiene routines;
- Sequence personal hygiene routines into a logical order.

### Around and about the school

- Identify what they like about the school environment;
- Recognise who cares for and looks after the school environment.

### Taking care of something

- Demonstrate responsibility in looking after something (e.g. a class pet or plant);
- Explain the importance of looking after things that belong to themselves or to others.

### Harold's money

- Explain where people get money from;
- List some of the things that money may be spent on in a family home.

### How should we look after our money?

- Recognise that different notes and coins have different monetary value;
- Explain the importance of keeping money safe;
- Identify safe places to keep money;
- Understand the concept of 'saving money' (i.e. by keeping it in a safe place and adding to it).

### Basic first aid

- How to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

## Being My Best

I can eat a rainbow

- Recognise the importance of fruit and vegetables in their daily diet;
- Know that eating at least five portions of vegetables and fruit a day helps to maintain health.

Eat well

- Recognise that they may have different tastes in food to others;
- Select foods from the **Eatwell Guide** in order to make a healthy lunch;
- Recognise which foods we need to eat more of and which we need to eat less of to be healthy.

Catch it! Bin it! Kill it!

- Understand how diseases can spread;
- Recognise and use simple strategies for preventing the spread of diseases.

Harold learns to ride his bike

- Recognise that learning a new skill requires practice and the opportunity to fail, safely;
- Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges.

Pass on the praise!

- Demonstrate attentive listening skills;
- Suggest simple strategies for resolving conflict situations;
- Give and receive positive feedback, and experience how this makes them feel.

Harold has a bad day

- Recognise how a person's behaviour (including their own) can affect other people.

## Growing and Changing

Inside my wonderful body!

- Name major internal body parts (heart, lungs, blood, stomach, intestines, brain);
- Understand and explain the simple bodily processes associated with them.

Taking care of a baby

- Understand some of the tasks required to look after a baby;
- Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.

Then and now

- Identify things they could do as a baby, a toddler and can do now;
- Identify the people who help/helped them at those different stages.

Who can help? (2)

- Explain the difference between teasing and bullying;
- Give examples of what they can do if they experience or witness bullying;
- Say who they could get help from in a bullying situation.

Surprises and secrets

- Explain the difference between a secret and a nice surprise;
- Identify situations as being secrets or surprises;
- Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.

Keeping privates private

- Identify parts of the body that are private;
- Describe ways in which private parts can be kept private;
- Identify people they can talk to about their private parts.



## Units for Year 2

### Me and my Relationships

#### Our ideal classroom (1)

- Suggest actions that will contribute positively to the life of the classroom;
- Make and undertake pledges based on those actions.

#### Our ideal classroom (2)

- Take part in creating and agreeing classroom rules.

#### How are you feeling today?

- Use a range of words to describe feelings;
- Recognise that people have different ways of expressing their feelings;
- Identify helpful ways of responding to other's feelings.

#### Bullying or teasing?

- Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two;
- Identify situations as to whether they are incidents of teasing or bullying.

#### Don't do that!

- Understand and describe strategies for dealing with bullying;
- Rehearse and demonstrate some of these strategies.

#### Types of bullying

- Explain the difference between bullying and isolated unkind behaviour;
- Recognise that there are different types of bullying and unkind behaviour;
- Understand that bullying and unkind behaviour are both unacceptable ways of behaving.

#### Being a good friend

- Recognise that friendship is a special kind of relationship;

### Valuing Difference

#### What makes us who we are?

- Identify some of the physical and non-physical differences and similarities between people;
- Know and use words and phrases that show respect for other people.

#### How do we make others feel?

- Recognise and explain how a person's behaviour can affect other people.

#### My special people

- Identify people who are special to them;
- Explain some of the ways those people are special to them.

#### When someone is feeling left out

- Explain how it feels to be part of a group;
- Explain how it feels to be left out from a group;
- Identify groups they are part of;
- Suggest and use strategies for helping someone who is feeling left out.

#### An act of kindness

- Recognise and describe acts of kindness and unkindness;
- Explain how these impact on other people's feelings;
- Suggest kind words and actions they can show to others;
- Show acts of kindness to others in school.

#### Solve the problem

- Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted);
- Suggest strategies for dealing with a range of common situations requiring

<ul style="list-style-type: none"> <li>Identify some of the ways that good friends care for each other.</li> </ul> <p>Let's all be happy!</p> <ul style="list-style-type: none"> <li>Recognise, name and understand how to deal with feelings (e.g. anger, loneliness);</li> <li>Explain where someone could get help if they were being upset by someone else's behaviour.</li> </ul>	<p>negotiation skills to help foster and maintain positive relationships.</p>
<p><b>Keeping Myself Safe</b></p> <p>Harold's picnic</p> <ul style="list-style-type: none"> <li>Understand that medicines can sometimes make people feel better when they're ill;</li> <li>Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell;</li> <li>Explain simple issues of safety and responsibility about medicines and their use</li> </ul> <p>How safe would you feel?</p> <ul style="list-style-type: none"> <li>Identify situations in which they would feel safe or unsafe;</li> <li>Suggest actions for dealing with unsafe situations including who they could ask for help.</li> </ul> <p>What should Harold say?</p> <ul style="list-style-type: none"> <li>Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.</li> </ul> <p>I don't like that!</p> <ul style="list-style-type: none"> <li>Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation;</li> <li>Identify the types of touch they like and do not like;</li> <li>Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</li> </ul> <p>Fun or not?</p> <ul style="list-style-type: none"> <li>Recognise that some touches are not fun and can hurt or be upsetting;</li> <li>Know that they can ask someone to stop touching them;</li> </ul>	<p><b>Rights and Responsibilities</b></p> <p>Getting on with others</p> <ul style="list-style-type: none"> <li>Describe and record strategies for getting on with others in the classroom.</li> </ul> <p>When I feel like erupting</p> <ul style="list-style-type: none"> <li>Explain, and be able to use, strategies for dealing with impulsive behaviour.</li> </ul> <p>Feeling safe</p> <ul style="list-style-type: none"> <li>Identify special people in the school and community who can help to keep them safe;</li> <li>Know how to ask for help.</li> </ul> <p>How can we look after our environment?</p> <ul style="list-style-type: none"> <li>Identify what they like about the school environment;</li> <li>Identify any problems with the school environment (e.g. things needing repair);</li> <li>Make suggestions for improving the school environment;</li> <li>Recognise that they all have a responsibility for helping to look after the school environment.</li> </ul> <p>Harold saves for something special</p> <ul style="list-style-type: none"> <li>Understand that people have choices about what they do with their money;</li> <li>Know that money can be saved for a use at a future time;</li> <li>Explain how they might feel when they spend money on different things.</li> </ul> <p>Harold goes camping</p>

<ul style="list-style-type: none"> <li>Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</li> </ul> <p>Should I tell?</p> <ul style="list-style-type: none"> <li>Identify safe secrets (including surprises) and unsafe secrets;</li> <li>Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.</li> </ul> <p>Some secrets should never be kept</p> <ul style="list-style-type: none"> <li>Identify how inappropriate touch can make someone feel;</li> <li>Understand that there are unsafe secrets and secrets that are nice surprises;</li> <li>Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that money can be spent on items which are essential or non-essential;</li> <li>Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this.</li> </ul>
<p><b>Being My Best</b></p> <p>You can do it!</p> <ul style="list-style-type: none"> <li>Explain the stages of the learning line showing an understanding of the learning process;</li> <li>Help themselves and others develop a positive attitude that support their wellbeing;</li> <li>Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning.</li> </ul> <p>My day</p> <ul style="list-style-type: none"> <li>Understand and give examples of things they can choose themselves and things that others choose for them;</li> <li>Explain things that they like and dislike, and understand that they have choices about these things;</li> <li>Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.</li> </ul> <p>Harold's postcard - helping us to keep clean and healthy</p> <ul style="list-style-type: none"> <li>Explain how germs can be spread;</li> <li>Describe simple hygiene routines such as hand washing;</li> <li>Understand that vaccinations can help to prevent certain illnesses.</li> </ul>	<p><b>Growing and Changing</b></p> <p>A helping hand</p> <ul style="list-style-type: none"> <li>Demonstrate simple ways of giving positive feedback to others.</li> </ul> <p>Sam moves house</p> <ul style="list-style-type: none"> <li>Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.</li> </ul> <p>Haven't you grown!</p> <ul style="list-style-type: none"> <li>Identify different stages of growth (e.g. baby, toddler, child, teenager, adult);</li> <li>Understand and describe some of the things that people are capable of at these different stages.</li> </ul> <p>My body, your body</p> <ul style="list-style-type: none"> <li>Identify which parts of the human body are private;</li> <li>Explain that a person's genitals help them to make babies when they are grown up;</li> </ul>

<p>Harold's bathroom</p> <ul style="list-style-type: none"> <li>• Explain the importance of good dental hygiene;</li> <li>• Describe simple dental hygiene routines.</li> </ul> <p>My body needs...</p> <ul style="list-style-type: none"> <li>• Understand that the body gets energy from food, water and oxygen;</li> <li>• Recognise that exercise and sleep are important to health</li> </ul> <p>What does my body do?</p> <ul style="list-style-type: none"> <li>• Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain);</li> <li>• Describe how food, water and air get into the body and blood.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that humans mostly have the same body parts but that they can look different from person to person.</li> </ul> <p>Respecting privacy</p> <ul style="list-style-type: none"> <li>• Explain what privacy means;</li> <li>• Know that you are not allowed to touch someone's private belongings without their permission;</li> <li>• Give examples of different types of private information.</li> </ul> <p>Basic first aid</p> <ul style="list-style-type: none"> <li>• How to make a clear and efficient call to emergency services if necessary.</li> <li>• Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
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## Units for Year 3

<p><b>Me and my Relationships</b></p> <p>As a rule</p> <ul style="list-style-type: none"> <li>• Explain why we have rules;</li> <li>• Explore why rules are different for different age groups, in particular for internet-based activities;</li> <li>• Suggest appropriate rules for a range of settings;</li> <li>• Consider the possible consequences of breaking the rules.</li> </ul> <p>My special pet</p> <ul style="list-style-type: none"> <li>• Explain some of the feelings someone might have when they lose something important to them;</li> <li>• Understand that these feelings are normal and a way of dealing with the situation.</li> </ul> <p>Tangram team challenge</p> <ul style="list-style-type: none"> <li>• Define and demonstrate cooperation and collaboration;</li> <li>• Identify the different skills that people can bring to a group task;</li> <li>• Demonstrate how working together in a collaborative manner can help everyone to achieve success.</li> </ul> <p>Looking after our special people</p> <ul style="list-style-type: none"> <li>• Identify people who they have a special relationship with;</li> <li>• Suggest strategies for maintaining a positive relationship with their special people.</li> </ul> <p>How can we solve this problem?</p> <ul style="list-style-type: none"> <li>• Rehearse and demonstrate simple strategies for resolving given conflict situations.</li> </ul> <p>Dan's dare</p> <ul style="list-style-type: none"> <li>• Explain what a dare is;</li> <li>• Understand that no-one has the right to force them to do a dare;</li> </ul>	<p><b>Valuing Difference</b></p> <p>Family and friends</p> <ul style="list-style-type: none"> <li>• Recognise that there are many different types of family;</li> <li>• Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'</li> </ul> <p>My community</p> <ul style="list-style-type: none"> <li>• Define the term 'community';</li> <li>• Identify the different communities that they belong to;</li> <li>• Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.</li> </ul> <p>Respect and challenge</p> <ul style="list-style-type: none"> <li>• Reflect on listening skills;</li> <li>• Give examples of respectful language;</li> <li>• Give examples of how to challenge another's viewpoint, respectfully.</li> </ul> <p>Our friends and neighbours</p> <ul style="list-style-type: none"> <li>• Explain that people living in the UK have different origins;</li> <li>• Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds;</li> <li>• Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together.</li> </ul> <p>Let's celebrate our differences</p> <ul style="list-style-type: none"> <li>• Recognise the factors that make people similar to and different from each other;</li> <li>• Recognise that repeated name calling is a form of bullying;</li> <li>• Suggest strategies for dealing with name calling (including talking to a trusted adult).</li> </ul> <p>Zeb</p> <ul style="list-style-type: none"> <li>• Understand and explain some of the reasons why different people are bullied;</li> </ul>
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<ul style="list-style-type: none"> <li>• Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.</li> </ul> <p>Thunks</p> <ul style="list-style-type: none"> <li>• Express opinions and listen to those of others;</li> <li>• Consider others' points of view;</li> <li>• Practise explaining the thinking behind their ideas and opinions.</li> </ul> <p>Friends are special</p> <ul style="list-style-type: none"> <li>• Identify qualities of friendship;</li> <li>• Suggest reasons why friends sometimes fall out;</li> <li>• Rehearse and use, now or in the future, skills for making up again.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore why people have prejudiced views and understand what this is.</li> </ul>
<p><b>Keeping Myself Safe</b></p> <p>Safe or unsafe?</p> <ul style="list-style-type: none"> <li>• Identify situations which are safe or unsafe;</li> <li>• Identify people who can help if a situation is unsafe;</li> <li>• Suggest strategies for keeping safe.</li> </ul> <p>Danger or risk?</p> <ul style="list-style-type: none"> <li>• Define the words danger and risk and explain the difference between the two;</li> <li>• Demonstrate strategies for dealing with a risky situation.</li> </ul> <p>The Risk Robot</p> <ul style="list-style-type: none"> <li>• Identify risk factors in given situations;</li> <li>• Suggest ways of reducing or managing those risks.</li> </ul> <p>Alcohol and cigarettes: the facts</p> <ul style="list-style-type: none"> <li>• Identify some key risks from and effects of cigarettes and alcohol;</li> <li>• Know that most people choose not to smoke cigarettes; (Social Norms message)</li> <li>• Define the word 'drug' and understand that nicotine and alcohol are both drugs.</li> </ul>	<p><b>Rights and Responsibilities</b></p> <p>Our helpful volunteers</p> <ul style="list-style-type: none"> <li>• Define what a volunteer is;</li> <li>• Identify people who are volunteers in the school community;</li> <li>• Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.</li> </ul> <p>Helping each other to stay safe</p> <ul style="list-style-type: none"> <li>• Identify key people who are responsible for them to stay safe and healthy;</li> <li>• Suggest ways they can help these people.</li> </ul> <p>Recount task</p> <ul style="list-style-type: none"> <li>• Understand the difference between 'fact' and 'opinion';</li> <li>• Understand how an event can be perceived from different viewpoints;</li> <li>• Plan, draft and publish a recount using the appropriate language.</li> </ul> <p>Harold's environment project</p> <ul style="list-style-type: none"> <li>• Define what is meant by the environment;</li> <li>• Evaluate and explain different methods of looking after the school environment;</li> <li>• Devise methods of promoting their priority method.</li> </ul>

<p>Super Searcher</p> <ul style="list-style-type: none"> <li>• Evaluate the validity of statements relating to online safety;</li> <li>• Recognise potential risks associated with browsing online;</li> <li>• Give examples of strategies for safe browsing online.</li> </ul> <p>None of your business!</p> <ul style="list-style-type: none"> <li>• Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens;</li> <li>• Recognise and describe appropriate behaviour online as well as offline;</li> <li>• Identify what constitutes personal information and when it is not appropriate or safe to share this;</li> <li>• Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.</li> </ul> <p>Raisin challenge (1)</p> <ul style="list-style-type: none"> <li>• Demonstrate strategies for assessing risks;</li> <li>• Understand and explain decision-making skills;</li> <li>• Understand where to get help from when making decisions.</li> </ul> <p>Help or harm?</p> <ul style="list-style-type: none"> <li>• Understand that medicines are drugs and suggest ways that they can be helpful or harmful.</li> </ul>	<p>Can Harold afford it?</p> <ul style="list-style-type: none"> <li>• Understand the terms 'income', 'saving' and 'spending';</li> <li>• Recognise that there are times we can buy items we want and times when we need to save for items;</li> <li>• Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.)</li> </ul> <p>Earning money</p> <ul style="list-style-type: none"> <li>• Explain that people earn their income through their jobs;</li> <li>• Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)</li> </ul>
<p><b>Being My Best</b></p> <p>Derek cooks dinner! (healthy eating)</p> <ul style="list-style-type: none"> <li>• Explain how each of the food groups on the <b>Eatwell Guide</b> benefits the body;</li> <li>• Explain what is meant by the term 'balanced diet';</li> <li>• Give examples what foods might make up a healthy balanced meal.</li> </ul> <p>Poorly Harold</p> <ul style="list-style-type: none"> <li>• Explain how some infectious illnesses are spread from one person to another;</li> </ul>	<p><b>Growing and Changing</b></p> <p>Relationship Tree</p> <ul style="list-style-type: none"> <li>• Identify different types of relationships;</li> <li>• Recognise who they have positive healthy relationships with.</li> </ul> <p>Body space</p> <ul style="list-style-type: none"> <li>• Understand what is meant by the term body space (or personal space);</li> <li>• Identify when it is appropriate or inappropriate to allow someone into their body space;</li> </ul>

<ul style="list-style-type: none"> <li>• Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses;</li> <li>• Suggest medical and non-medical ways of treating an illness.</li> </ul> <p>For or against?</p> <ul style="list-style-type: none"> <li>• Develop skills in discussion and debating an issue;</li> <li>• Demonstrate their understanding of health and wellbeing issues that are relevant to them;</li> <li>• Empathise with different view points;</li> <li>• Make recommendations, based on their research.</li> </ul> <p>I am fantastic!</p> <ul style="list-style-type: none"> <li>• Identify their achievements and areas of development;</li> <li>• Recognise that people may say kind things to help us feel good about ourselves;</li> <li>• Explain why some groups of people are not represented as much on television/in the media.</li> </ul> <p>Getting on with your nerves!</p> <ul style="list-style-type: none"> <li>• Demonstrate how working together in a collaborative manner can help everyone to achieve success;</li> <li>• Understand and explain how the brain sends and receives messages through the nerves.</li> </ul> <p>Body team work</p> <ul style="list-style-type: none"> <li>• Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain);</li> <li>• Describe how food, water and air get into the body and blood.</li> </ul> <p>Top talents</p> <ul style="list-style-type: none"> <li>• Explain some of the different talents and skills that people have and how skills are developed;</li> <li>• Recognise their own skills and those of other children in the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Rehearse strategies for when someone is inappropriately in their body space.</li> </ul> <p>Secret or surprise?</p> <ul style="list-style-type: none"> <li>• Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</li> <li>• Recognise how different surprises and secrets might make them feel;</li> <li>• Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</li> </ul> <p>My changing body</p> <ul style="list-style-type: none"> <li>• Recognise that babies come from the joining of an egg and sperm;</li> <li>• Explain what happens when an egg doesn't meet a sperm;</li> <li>• Understand that for girls, periods are a normal part of puberty.</li> </ul> <p>Basic first aid</p> <ul style="list-style-type: none"> <li>• How to make a clear and efficient call to emergency services if necessary.</li> <li>• Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
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## Units for Year 4

### Me and my Relationships

An email from Harold!

- Describe 'good' and 'not so good' feelings and how feelings can affect our physical state;
- Explain how different words can express the intensity of feelings.

Ok or not ok? (part 1)

- Explain what we mean by a 'positive, healthy relationship';
- Describe some of the qualities that they admire in others.

Ok or not ok? (part 2)

- Recognise that there are times when they might need to say 'no' to a friend;
- Describe appropriate assertive strategies for saying 'no' to a friend.

Human machines

- Demonstrate strategies for working on a collaborative task;
- Define successful qualities of teamwork and collaboration.

Different feelings

- Identify a wide range of feelings;
- Recognise that different people can have different feelings in the same situation;
- Explain how feelings can be linked to physical state.

When feelings change

- Demonstrate a range of feelings through their facial expressions and body language;
- Recognise that their feelings might change towards someone or something once they have further information.

Under pressure

### Valuing Difference

Can you sort it?

- Define the terms 'negotiation' and 'compromise';
- Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.

Islands

- Understand that they have the right to protect their personal body space;
- Recognise how others' non-verbal signals indicate how they feel when people are close to their body space;
- Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.

Friend or acquaintance?

- Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances);
- Give examples of features of these different types of relationships, including how they influence what is shared.

What would I do?

- List some of the ways that people are different to each other (including differences of race, gender, religion);
- Recognise potential consequences of aggressive behaviour;
- Suggest strategies for dealing with someone who is behaving aggressively.

The people we share our world with

- List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals);
- Define the word *respect* and demonstrate ways of showing respect to others' differences.

<ul style="list-style-type: none"> <li>• Give examples of strategies to respond to being bullied, including what people can do and say;</li> <li>• Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.</li> </ul>	<p>That is such a stereotype!</p> <ul style="list-style-type: none"> <li>• Understand and identify stereotypes, including those promoted in the media.</li> </ul>
<p><b>Keeping Myself Safe</b></p> <p>Danger, risk or hazard?</p> <ul style="list-style-type: none"> <li>• Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them;</li> <li>• Identify situations which are either dangerous, risky or hazardous;</li> <li>• Suggest simple strategies for managing risk.</li> </ul> <p>Picture Wise</p> <ul style="list-style-type: none"> <li>• Identify images that are safe/unsafe to share online;</li> <li>• Know and explain strategies for safe online sharing;</li> <li>• Understand and explain the implications of sharing images online without consent.</li> </ul> <p>How dare you!</p> <ul style="list-style-type: none"> <li>• Define what is meant by the word 'dare';</li> <li>• Identify from given scenarios which are dares and which are not;</li> <li>• Suggest strategies for managing dares.</li> </ul> <p>Medicines: check the label</p> <ul style="list-style-type: none"> <li>• Understand that medicines are drugs;</li> <li>• Explain safety issues for medicine use;</li> <li>• Suggest alternatives to taking a medicine when unwell;</li> <li>• Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).</li> </ul> <p>Know the norms</p> <ul style="list-style-type: none"> <li>• Understand some of the key risks and effects of smoking and drinking alcohol;</li> </ul>	<p><b>Rights and Responsibilities</b></p> <p>Who helps us stay healthy and safe?</p> <ul style="list-style-type: none"> <li>• Explain how different people in the school and local community help them stay healthy and safe;</li> <li>• Define what is meant by 'being responsible';</li> <li>• Describe the various responsibilities of those who help them stay healthy and safe;</li> <li>• Suggest ways they can help the people who keep them healthy and safe.</li> </ul> <p>It's your right</p> <ul style="list-style-type: none"> <li>• Understand that humans have rights and also responsibilities;</li> <li>• Identify some rights and also responsibilities that come with these.</li> </ul> <p>How do we make a difference?</p> <ul style="list-style-type: none"> <li>• Understand the reason we have rules;</li> <li>• Suggest and engage with ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council);</li> <li>• Recognise that everyone can make a difference within a democratic process</li> </ul> <p>In the news!</p> <ul style="list-style-type: none"> <li>• Define the word <i>influence</i>;</li> <li>• Recognise that reports in the media can influence the way they think about a topic;</li> <li>• Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.</li> </ul> <p>Safety in numbers</p>

<ul style="list-style-type: none"> <li>• Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol.</li> </ul> <p>Keeping ourselves safe</p> <ul style="list-style-type: none"> <li>• Describe stages of identifying and managing risk;</li> <li>• Suggest people they can ask for help in managing risk.</li> </ul> <p>Raisin challenge (2)</p> <ul style="list-style-type: none"> <li>• Understand that we can be influenced both positively and negatively;</li> <li>• Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the role of the bystander and how it can influence bullying or other anti-social behaviour;</li> <li>• Recognise that they can play a role in influencing outcomes of situations by their actions.</li> </ul> <p>Logo quiz</p> <ul style="list-style-type: none"> <li>• Understand some of the ways that various national and international environmental organisations work to help take care of the environment;</li> <li>• Understand and explain the value of this work.</li> </ul> <p>Harold's expenses</p> <ul style="list-style-type: none"> <li>• Define the terms 'income' and 'expenditure';</li> <li>• List some of the items and services of expenditure in the school and in the home;</li> <li>• Prioritise items of expenditure in the home from most essential to least essential.</li> </ul> <p>Why pay taxes?</p> <ul style="list-style-type: none"> <li>• Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT';</li> <li>• Understand how a payslip is laid out showing both pay and deductions;</li> <li>• Prioritise public services from most essential to least essential.</li> </ul>
<p><b>Being My Best</b></p> <p>What makes me ME!</p> <ul style="list-style-type: none"> <li>• Identify ways in which everyone is unique;</li> <li>• Appreciate their own uniqueness;</li> <li>• Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</li> </ul> <p>Making choices</p> <ul style="list-style-type: none"> <li>• Give examples of choices they make for themselves and choices others make for them;</li> <li>• Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</li> </ul> <p>SCARF Hotel</p>	<p><b>Growing and Changing</b></p> <p>Moving house</p> <ul style="list-style-type: none"> <li>• Describe some of the changes that happen to people during their lives;</li> <li>• Explain how the Learning Line can be used as a tool to help them manage change more easily;</li> <li>• Suggest people who may be able to help them deal with change.</li> </ul> <p>My feelings are all over the place!</p> <ul style="list-style-type: none"> <li>• Name some positive and negative feelings;</li> <li>• Understand how the onset of puberty can have emotional as well as physical impact</li> <li>• Suggest reasons why young people sometimes fall out with their parents;</li> </ul>

<ul style="list-style-type: none"> <li>• Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health;</li> <li>• Plan a menu which gives a healthy balanced of foods from across the food groups on the <b>Eatwell Guide</b></li> </ul> <p>Harold's Seven Rs</p> <ul style="list-style-type: none"> <li>• Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs);</li> <li>• Suggest ways the Seven Rs recycling methods can be applied to different scenarios.</li> </ul> <p>My school community (1)</p> <ul style="list-style-type: none"> <li>• Define what is meant by the word 'community';</li> <li>• Suggest ways in which different people support the school community;</li> <li>• Identify qualities and attributes of people who support the school community.</li> </ul> <p>Basic first aid</p> <ul style="list-style-type: none"> <li>• How to make a clear and efficient call to emergency services if necessary.</li> <li>• Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in a role play practising how to compromise.</li> </ul> <p>All change!</p> <ul style="list-style-type: none"> <li>• Identify parts of the body that males and females have in common and those that are different;</li> <li>• Know the correct terminology for their genitalia;</li> <li>• Understand and explain why puberty happens.</li> </ul> <p>Period positive</p> <ul style="list-style-type: none"> <li>• Know the key facts of the menstrual cycle;</li> <li>• Understand that periods are a normal part of puberty for girls;</li> <li>• Identify some of the ways to cope better with periods.</li> </ul> <p>Secret or surprise?</p> <ul style="list-style-type: none"> <li>• Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</li> <li>• Recognise how different surprises and secrets might make them feel;</li> <li>• Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</li> </ul> <p>Together</p> <ul style="list-style-type: none"> <li>• Understand that marriage is a commitment to be entered into freely and not against someone's will;</li> <li>• Recognise that marriage includes same sex and opposite sex partners;</li> <li>• Know the legal age for marriage in England or Scotland;</li> <li>• Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.</li> </ul>
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## Units for Year 5

Units for Year 5	
<p><b>Me and my Relationships</b></p> <p>Collaboration Challenge!</p> <ul style="list-style-type: none"> <li>• Explain what collaboration means;</li> <li>• Give examples of how they have worked collaboratively;</li> <li>• Describe the attributes needed to work collaboratively.</li> </ul> <p>Give and take</p> <ul style="list-style-type: none"> <li>• Explain what is meant by the terms negotiation and compromise;</li> <li>• Describe strategies for resolving difficult issues or situations.</li> </ul> <p>How good a friend are you?</p> <ul style="list-style-type: none"> <li>• Demonstrate how to respond to a wide range of feelings in others;</li> <li>• Give examples of some key qualities of friendship;</li> <li>• Reflect on their own friendship qualities.</li> </ul> <p>Relationship cake recipe</p> <ul style="list-style-type: none"> <li>• Identify what things make a relationship unhealthy;</li> <li>• Identify who they could talk to if they needed help.</li> </ul> <p>Being assertive</p> <ul style="list-style-type: none"> <li>• Identify characteristics of passive, aggressive and assertive behaviours;</li> <li>• Understand and rehearse assertiveness skills.</li> </ul> <p>Our emotional needs</p> <ul style="list-style-type: none"> <li>• Recognise basic emotional needs, understand that they change according to circumstance;</li> <li>• Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.</li> </ul>	<p><b>Valuing Difference</b></p> <p>Qualities of friendship</p> <ul style="list-style-type: none"> <li>• Define some key qualities of friendship;</li> <li>• Describe ways of making a friendship last;</li> <li>• Explain why friendships sometimes end.</li> </ul> <p>Kind conversations</p> <ul style="list-style-type: none"> <li>• Rehearse active listening skills;</li> <li>• Demonstrate respectfulness in responding to others;</li> <li>• Respond appropriately to others.</li> </ul> <p>Happy being me</p> <ul style="list-style-type: none"> <li>• Develop an understanding of discrimination and its injustice, and describe this using examples;</li> <li>• Empathise with people who have been, and currently are, subjected to injustice, including through racism;</li> <li>• Consider how discriminatory behaviour can be challenged.</li> </ul> <p>The land of the Red People</p> <ul style="list-style-type: none"> <li>• identify and describe the different groups that make up their school/wider community/other parts of the UK;</li> <li>• Describe the benefits of living in a diverse society;</li> <li>• Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this</li> </ul> <p>Is it true?</p> <ul style="list-style-type: none"> <li>• Understand that the information we see online, either text or images, is not always true or accurate;</li> <li>• Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them;</li> <li>• Understand and explain the difference between sex, gender identity, gender expression and sexual orientation.</li> </ul>

<p>Communication</p> <ul style="list-style-type: none"> <li>• Understand that online communication can be misinterpreted;</li> <li>• Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face</li> </ul>	<p>It could happen to anyone</p> <ul style="list-style-type: none"> <li>• identify the consequences of positive and negative behaviour on themselves and others;</li> <li>• Give examples of how individual/group actions can impact on others in a positive or negative way.</li> </ul>
<p><b>Keeping Myself Safe</b></p> <p>'Thinking' about habits</p> <ul style="list-style-type: none"> <li>• Explain what a habit is, giving examples;</li> <li>• Describe why and how a habit can be hard to change.</li> </ul> <p>Jay's dilemma</p> <ul style="list-style-type: none"> <li>• Recognise that there are positive and negative risks;</li> <li>• Explain how to weigh up risk factors when making a decision;</li> <li>• Describe some of the possible outcomes of taking a risk.</li> </ul> <p>Spot bullying</p> <ul style="list-style-type: none"> <li>• Demonstrate strategies to deal with both face-to-face and online bullying;</li> <li>• Demonstrate strategies and skills for supporting others who are bullied;</li> <li>• Recognise and describe the difference between online and face-to-face bullying.</li> </ul> <p>Ella's diary dilemma</p> <ul style="list-style-type: none"> <li>• Define what is meant by a dare;</li> <li>• Explain why someone might give a dare;</li> <li>• Suggest ways of standing up to someone who gives a dare.</li> </ul> <p>Decision dilemmas</p> <ul style="list-style-type: none"> <li>• Recognise which situations are risky;</li> <li>• Explore and share their views about decision making when faced with a risky situation;</li> </ul>	<p><b>Rights and Responsibilities</b></p> <p>What's the story?</p> <ul style="list-style-type: none"> <li>• Identify, write and discuss issues currently in the media concerning health and wellbeing;</li> <li>• Express their opinions on an issue concerning health and wellbeing;</li> <li>• Make recommendations on an issue concerning health and wellbeing.</li> </ul> <p>Fact or opinion?</p> <ul style="list-style-type: none"> <li>• Understand the difference between a fact and an opinion;</li> <li>• Understand what biased reporting is and the need to think critically about things we read.</li> </ul> <p>Rights, responsibilities and duties</p> <ul style="list-style-type: none"> <li>• Define the differences between responsibilities, rights and duties;</li> <li>• Discuss what can make them difficult to follow;</li> <li>• Identify the impact on individuals and the wider community if responsibilities are not carried out.</li> </ul> <p>Mo makes a difference</p> <ul style="list-style-type: none"> <li>• Explain what we mean by the terms voluntary, community and pressure (action) group;</li> <li>• Give examples of voluntary groups, the kind of work they do and its value.</li> </ul> <p>Spending wisely</p> <ul style="list-style-type: none"> <li>• State the costs involved in producing and selling an item;</li> </ul>

<ul style="list-style-type: none"> <li>• Suggest what someone should do when faced with a risky situation.</li> </ul> <p>Play, like, share</p> <ul style="list-style-type: none"> <li>• Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private;</li> <li>• Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face;</li> <li>• Know how to protect personal information online;</li> <li>• Recognise disrespectful behaviour online and know how to respond to it</li> </ul> <p>Drugs: true or false?</p> <ul style="list-style-type: none"> <li>• Understand some of the complexities of categorising drugs;</li> <li>• Know that all medicines are drugs but not all drugs are medicines;</li> <li>• Understand ways in which medicines can be helpful or harmful and used safely or unsafely.</li> </ul> <p>Smoking: what is normal?</p> <ul style="list-style-type: none"> <li>• Understand the actual norms around smoking and the reasons for common misperceptions of these.</li> </ul> <p>Would you risk it?</p> <ul style="list-style-type: none"> <li>• Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks;</li> <li>• Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.</li> </ul>	<ul style="list-style-type: none"> <li>• Suggest questions a consumer should ask before buying a product.</li> </ul> <p>Lend us a fiver!</p> <ul style="list-style-type: none"> <li>• Define the terms loan, credit, debt and interest;</li> <li>• Suggest advice for a range of situations involving personal finance.</li> </ul> <p>Local councils</p> <ul style="list-style-type: none"> <li>• Explain some of the areas that local councils have responsibility for;</li> <li>• Understand that local councillors are elected to represent their local community.</li> </ul>
<p><b>Being My Best</b></p> <p>Getting fit</p> <ul style="list-style-type: none"> <li>• Know two harmful effects each of smoking/drinking alcohol.</li> <li>• Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health.</li> </ul>	<p><b>Growing and Changing</b></p> <p>How are they feeling?</p> <ul style="list-style-type: none"> <li>• Use a range of words and phrases to describe the intensity of different feelings</li> <li>• Distinguish between good and not so good feelings, using appropriate vocabulary to describe these;</li> </ul>

<ul style="list-style-type: none"> <li>• Understand the actual norms around smoking and the reasons for common misperceptions of these.</li> </ul> <p>It all adds up!</p> <ul style="list-style-type: none"> <li>• Know the basic functions of the four systems covered and know they are inter-related.</li> <li>• Explain the function of at least one internal organ.</li> <li>• Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.</li> </ul> <p>Different skills</p> <ul style="list-style-type: none"> <li>• Identify their own strengths and talents;</li> <li>• Identify areas that need improvement and describe strategies for achieving those improvements.</li> </ul> <p>My school community (2)</p> <ul style="list-style-type: none"> <li>• State what is meant by community;</li> <li>• Explain what being part of a school community means to them;</li> <li>• Suggest ways of improving the school community.</li> </ul> <p>Independence and responsibility</p> <ul style="list-style-type: none"> <li>• Identify people who are responsible for helping them stay healthy and safe;</li> <li>• Identify ways that they can help these people.</li> </ul> <p>Star qualities?</p> <ul style="list-style-type: none"> <li>• Describe 'star' qualities of celebrities as portrayed by the media;</li> <li>• Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life;</li> <li>• Describe 'star' qualities that 'ordinary' people have.</li> </ul> <p>Basic first aid</p> <ul style="list-style-type: none"> <li>• How to make a clear and efficient call to emergency services if necessary.</li> <li>• Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain strategies they can use to build resilience.</li> </ul> <p>Taking notice of our feelings</p> <ul style="list-style-type: none"> <li>• Identify people who can be trusted;</li> <li>• Understand what kinds of touch are acceptable or unacceptable;</li> <li>• Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.</li> </ul> <p>Dear Hetty</p> <ul style="list-style-type: none"> <li>• Explain how someone might feel when they are separated from someone or something they like;</li> <li>• Suggest ways to help someone who is separated from someone or something they like.</li> </ul> <p>Changing bodies and feelings</p> <ul style="list-style-type: none"> <li>• Know the correct words for the external sexual organs;</li> <li>• Discuss some of the myths associated with puberty.</li> </ul> <p>Growing up and changing bodies</p> <ul style="list-style-type: none"> <li>• Identify some products that they may need during puberty and why;</li> <li>• Know what menstruation is and why it happens.</li> </ul> <p>It could happen to anyone</p> <ul style="list-style-type: none"> <li>• Identify the consequences of positive and negative behaviour on themselves and others;</li> <li>• Give examples of how individual/group actions can impact on others in a positive or negative way.</li> </ul> <p>Help! I'm a teenager - get me out of here!</p> <ul style="list-style-type: none"> <li>• Recognise how our body feels when we're relaxed;</li> <li>• List some of the ways our body feels when it is nervous or sad;</li> </ul>
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	<ul style="list-style-type: none"><li>• Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.</li></ul> <p>Dear Ash</p> <ul style="list-style-type: none"><li>• Explain the difference between a safe and an unsafe secret;</li><li>• Identify situations where someone might need to break a confidence in order to keep someone safe.</li></ul> <p>Stop, start, stereotypes</p> <ul style="list-style-type: none"><li>• Recognise that some people can get bullied because of the way they express their gender;</li><li>• Give examples of how bullying behaviours can be stopped.</li></ul>
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## Units for Year 6

Units for Year 6	
<p><b>Me and my Relationships</b></p> <p>Working together</p> <ul style="list-style-type: none"> <li>• Demonstrate a collaborative approach to a task;</li> <li>• Describe and implement the skills needed to do this.</li> </ul> <p>Let's negotiate</p> <ul style="list-style-type: none"> <li>• Explain what is meant by the terms 'negotiation' and 'compromise';</li> <li>• Suggest positive strategies for negotiating and compromising within a collaborative task;</li> <li>• Demonstrate positive strategies for negotiating and compromising within a collaborative task.</li> </ul> <p>Solve the friendship problem</p> <ul style="list-style-type: none"> <li>• Recognise some of the challenges that arise from friendships;</li> <li>• Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.</li> </ul> <p>Assertiveness skills</p> <ul style="list-style-type: none"> <li>• List some assertive behaviours;</li> <li>• Recognise peer influence and pressure;</li> <li>• Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.</li> </ul> <p>Behave yourself</p> <ul style="list-style-type: none"> <li>• Recognise and empathise with patterns of behaviour in peer-group dynamics;</li> <li>• Recognise basic emotional needs and understand that they change according to circumstance;</li> <li>• Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.</li> </ul> <p>Dan's day</p> <ul style="list-style-type: none"> <li>• Describe the consequences of reacting to others in a positive or negative way;</li> </ul>	<p><b>Valuing Difference</b></p> <p>OK to be different</p> <ul style="list-style-type: none"> <li>• Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences;</li> <li>• Suggest strategies for dealing with bullying, as a bystander;</li> <li>• Describe positive attributes of their peers.</li> </ul> <p>We have more in common than not</p> <ul style="list-style-type: none"> <li>• Know that all people are unique but that we have far more in common with each other than what is different about us;</li> <li>• Consider how a bystander can respond to someone being rude, offensive or bullying someone else;</li> <li>• Demonstrate ways of offering support to someone who has been bullied .</li> </ul> <p>Respecting differences</p> <ul style="list-style-type: none"> <li>• Demonstrate ways of showing respect to others, using verbal and non-verbal communication.</li> </ul> <p>Tolerance and respect for others</p> <ul style="list-style-type: none"> <li>• Understand and explain the term prejudice;</li> <li>• Identify and describe the different groups that make up their school/wider community/other parts of the UK;</li> <li>• Describe the benefits of living in a diverse society;</li> <li>• Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</li> </ul> <p>Advertising friendships!</p> <ul style="list-style-type: none"> <li>• Explain the difference between a friend and an acquaintance;</li> <li>• Describe qualities of a strong, positive friendship;</li> <li>• Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).</li> </ul>

<ul style="list-style-type: none"> <li>• Suggest ways that people can respond more positively to others.</li> </ul> <p>Don't force me</p> <ul style="list-style-type: none"> <li>• Describe ways in which people show their commitment to each other;</li> <li>• Know the ages at which a person can marry, depending on whether their parents agree;</li> <li>• Understand that everyone has the right to be free to choose who and whether to marry.</li> </ul> <p>Acting appropriately</p> <ul style="list-style-type: none"> <li>• Recognise that some types of physical contact can produce strong negative feelings;</li> <li>• Know that some inappropriate touch is also illegal.</li> </ul> <p>It's a puzzle</p> <ul style="list-style-type: none"> <li>• Identify strategies for keeping personal information safe online;</li> <li>• Describe safe and respectful behaviours when using communication technology</li> </ul>	<p>Boys will be boys? - challenging gender stereotypes</p> <ul style="list-style-type: none"> <li>• Define what is meant by the term stereotype;</li> <li>• Recognise how the media can sometimes reinforce gender stereotypes;</li> <li>• Recognise that people fall into a wide range of what is seen as normal;</li> <li>• Challenge stereotypical gender portrayals of people.</li> </ul>
<p><b>Keeping Myself Safe</b></p> <p>Think before you click!</p> <ul style="list-style-type: none"> <li>• Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face;</li> <li>• Understand and describe the ease with which something posted online can spread.</li> </ul> <p>Traffic lights</p> <ul style="list-style-type: none"> <li>• Identify strategies for keeping personal information safe online;</li> <li>• Describe safe behaviours when using communication technology.</li> </ul> <p>To share or not to share?</p> <ul style="list-style-type: none"> <li>• Know that it is illegal to create and share sexual images of children under 18 years old;</li> <li>• Explore the risks of sharing photos and films of themselves with other people directly or online;</li> </ul>	<p><b>Rights and Responsibilities</b></p> <p>Two sides to every story</p> <ul style="list-style-type: none"> <li>• Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them;</li> <li>• Describe the language and techniques that make up a biased report;</li> <li>• Analyse a report also extract the facts from it.</li> </ul> <p>Fakebook friends</p> <ul style="list-style-type: none"> <li>• Know the legal age (and reason behind these) for having a social media account;</li> <li>• Understand why people don't tell the truth and often post only the good bits about themselves, online;</li> <li>• Recognise that people's lives are much more balanced in real life, with positives and negatives.</li> </ul> <p>What's it worth?</p> <ul style="list-style-type: none"> <li>• Explain some benefits of saving money;</li> </ul>

<ul style="list-style-type: none"> <li>• Know how to keep their information private online.</li> </ul> <p>Rat Park</p> <ul style="list-style-type: none"> <li>• Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour;</li> <li>• Understand that all humans have basic emotional needs and explain some of the ways these needs can be met.</li> </ul> <p>What sort of drug is...?</p> <ul style="list-style-type: none"> <li>• Explain how drugs can be categorised into different groups depending on their medical and legal context;</li> <li>• Demonstrate an understanding that drugs can have both medical and non-medical uses;</li> <li>• Explain in simple terms some of the laws that control drugs in this country.</li> </ul> <p>Drugs: it's the law!</p> <ul style="list-style-type: none"> <li>• Understand some of the basic laws in relation to drugs;</li> <li>• Explain why there are laws relating to drugs in this country.</li> </ul> <p>Alcohol: what is normal?</p> <ul style="list-style-type: none"> <li>• Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these;</li> <li>• Describe some of the effects and risks of drinking alcohol.</li> </ul> <p>Joe's story (part 1)</p> <ul style="list-style-type: none"> <li>• Understand that all humans have basic emotional needs and explain some of the ways these needs can be met;</li> <li>• Explain how these emotional needs impact on people's behaviour;</li> <li>• Suggest positive ways that people can get their emotional need met.</li> </ul> <p>Joe's story (part 2)</p> <ul style="list-style-type: none"> <li>• Understand and give examples of conflicting emotions;</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the different ways money can be saved, outlining the pros and cons of each method;</li> <li>• Describe the costs that go into producing an item;</li> <li>• Suggest sale prices for a variety of items, taking into account a range of factors;</li> <li>• Explain what is meant by the term <i>interest</i>.</li> </ul> <p>Jobs and taxes</p> <ul style="list-style-type: none"> <li>• Recognise and explain that different jobs have different levels of pay and the factors that influence this;</li> <li>• Explain the different types of tax (income tax and VAT) which help to fund public services;</li> <li>• Evaluate the different public services and compare their value.</li> </ul> <p>Action stations!</p> <ul style="list-style-type: none"> <li>• Explain what we mean by the terms voluntary, community and pressure (action) group;</li> <li>• Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group.</li> </ul> <p>Project Pitch (parts 1 &amp; 2)</p> <p>Happy shoppers</p> <ul style="list-style-type: none"> <li>• Explain what is meant by living in an environmentally sustainable way;</li> <li>• Suggest actions that could be taken to live in a more environmentally sustainable way.</li> </ul> <p>Democracy in Britain 1 - Elections</p> <ul style="list-style-type: none"> <li>• Understand 'democracy'</li> <li>• How democracy works in this country</li> <li>• Prepare for a mock election</li> <li>• Plan election campaign</li> </ul> <p>Democracy in Britain 2 - How (most) laws are made</p> <ul style="list-style-type: none"> <li>• Understand the process of how laws are made in this country</li> </ul>
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<ul style="list-style-type: none"> <li>Understand and reflect on how independence and responsibility go together.</li> </ul>	
<p><b>Being My Best</b></p> <p>Five Ways to Wellbeing project</p> <ul style="list-style-type: none"> <li>Explain what the five ways to wellbeing are;</li> <li>Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.</li> </ul> <p>This will be your life!</p> <ul style="list-style-type: none"> <li>Identify aspirational goals;</li> <li>Describe the actions needed to set and achieve these.</li> </ul> <p>Our recommendations</p> <ul style="list-style-type: none"> <li>Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.</li> </ul> <p>What's the risk? (1)</p> <ul style="list-style-type: none"> <li>Identify risk factors in a given situation;</li> <li>Understand and explain the outcomes of risk-taking in a given situation, including emotional risks.</li> </ul> <p>What's the risk? (2)</p> <ul style="list-style-type: none"> <li>Recognise what risk is;</li> <li>Explain how a risk can be reduced;</li> <li>Understand risks related to growing up and explain the need to be aware of these;</li> <li>Assess a risk to help keep themselves safe.</li> </ul> <p>Basic first aid</p> <ul style="list-style-type: none"> <li>How to make a clear and efficient call to emergency services if necessary.</li> <li>Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>	<p><b>Growing and Changing</b></p> <p>Helpful or unhelpful? Managing change</p> <ul style="list-style-type: none"> <li>Recognise some of the changes they have experienced and their emotional responses to those changes;</li> <li>Suggest positive strategies for dealing with change;</li> <li>Identify people who can support someone who is dealing with a challenging time of change.</li> </ul> <p>I look great!</p> <ul style="list-style-type: none"> <li>Understand that fame can be short-lived;</li> <li>Recognise that photos can be changed to match society's view of perfect;</li> <li>Identify qualities that people have, as well as their looks.</li> </ul> <p>Media manipulation</p> <ul style="list-style-type: none"> <li>Define what is meant by the term stereotype;</li> <li>Recognise how the media can sometimes reinforce gender stereotypes;</li> <li>Recognise that people fall into a wide range of what is seen as normal;</li> <li>Challenge stereotypical gender portrayals of people.</li> </ul> <p>Pressure online</p> <ul style="list-style-type: none"> <li>Understand the risks of sharing images online and how these are hard to control, once shared;</li> <li>Understand that people can feel pressured to behave in a certain way because of the influence of the peer group;</li> <li>Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.</li> </ul> <p>Is this normal?</p> <ul style="list-style-type: none"> <li>Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;</li> <li>Suggest strategies that would help someone who felt challenged by the changes in puberty;</li> </ul>

	<ul style="list-style-type: none"><li>• Understand what FGM is and that it is an illegal practice in this country;</li><li>• Know where someone could get support if they were concerned about their own or another person's safety.</li></ul> <p>Dear Ash</p> <ul style="list-style-type: none"><li>• Explain the difference between a safe and an unsafe secret;</li><li>• Identify situations where someone might need to break a confidence in order to keep someone safe.</li></ul> <p>Making babies</p> <ul style="list-style-type: none"><li>• Identify the changes that happen through puberty to allow sexual reproduction to occur;</li><li>• Know a variety of ways in which the sperm can fertilise the egg to create a baby;</li><li>• Know the legal age of consent and what it means.</li></ul> <p>What is HIV?</p> <ul style="list-style-type: none"><li>• Explain how HIV affects the body's immune system;</li><li>• Understand that HIV is difficult to transmit;</li><li>• Know how a person can protect them self from HIV.</li></ul>
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Appendix 2: By the end of primary school pupils should know

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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

