

## RELATIONSHIP SEX EDUCATION (RSE) POLICY

*Our mission is to develop happy, confident and successful children who are well prepared for their future.*

### RATIONALE AND ETHOS

#### INTRODUCTION

This policy covers Westbrook Hay Prep School's approach to Relationship and Sex Education, not only in lessons but through the attitude of our staff and students alike; our ethos and approach, our commitment to equality both within and outside the classroom with respect for the backgrounds and beliefs of pupils and parents whilst ensuring pupils are provided with knowledge relating to the Law.

It was produced in consultation with our staff, governors, and most importantly with our pupils and parents.

It will be reviewed every 2 years to ensure that it reflects the attitudes and beliefs of the school population and remains up to date with both current guidance from Government and the Department for Education and Skills (DfES) but also remains relevant to the experiences of our pupils.

To ensure its use, this policy will be available on the school website and a free copy can be requested at the school office.

This policy reflects the school's aims to create Happy, Confident and Successful children with the overarching aim to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health-related behaviour.

Whilst as a school we are aware we need to be mindful of, and respectful to, a wide variety of faith and cultural beliefs and will make every attempt to be appropriately sensitive, it is equally essential that young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals. This must include clear, impartial scientific and factual information on matters such as; naming their body parts, puberty, menstruation, masturbation, the variety of family structures, gay marriage, gender identity, gender equality, sexuality, contraception and forced-marriage. Furthermore, all teaching should reflect the law as it applies to relationships, marriage, adoption and care.

We acknowledge that all young people deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or the subjective personal beliefs of those who teach them.

The DfES defines relationships education as, "teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults". However, we believe relationship education is designed to help children to develop the skills to recognise and manage healthy relationships both online and in the real world. It is designed to build self-esteem and to explore personal identity. It is about helping children understand and make sense of the world they are

growing up in, to recognise the differences and similarities between their peers and their families, and to understand the fact every human being is unique and has the right to be respected. There are many different family structures and all children have the right to feel safe.

Relationship education has been shown to help keep children safe by allowing them to understand appropriate and inappropriate touching, to realise that their body is fantastic and belongs to them. It is about building the foundations of an understanding of consent and personal boundaries; in that no one has the right to touch you in a way you don't like and also the difference between public and private behaviours.

It is important for children to know the names and functions of their body and to be reassured it is natural to be curious about them. Indeed, by teaching children the correct terms for their private parts, children are proven to be safer from abuse. In addition, we believe comprehensive relationship education helps children to develop their vocabulary and emotional literacy to enable them to talk about and manage their feelings. It helps children build their own support networks and the confidence to ask for help when they feel unsafe. This is a required element of the DfE Health Education Guidance.

At Westbrook Hay we recognise that parents and carers are the prime educators for children on many of these matters. It is our responsibility to complement and reinforce this role. We recognise at times some parents find it difficult to talk about these matters with their children and might welcome advice from the school about ways to approach them. We view the partnership of home and school as vital in providing the context of RSE Education:

- To provide the knowledge and information to which all pupils are entitled;
- To clarify/reinforce existing knowledge;
- To raise pupils' self-esteem and confidence, especially in their relationships with others;
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- To help pupils' develop relevant skills (in language, decision making, assertiveness) and make the most of their abilities;
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support;
- To develop skills for a healthier, safer lifestyle;
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- To respect and care for their bodies;
- To be prepared for puberty and adulthood.

We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by liaising with the SENCO and differentiating resources as appropriate to address the needs of these children in order for them to have full access to the content of relationship and sex education.

We ensure RSE fosters gender equality and LGBT equality by providing a curriculum that reflects the full diversity of the world we live in, which ensures that LGBT children and young people, and children and young people with LGBT families, see themselves reflected in what they learn. It also encourages all young people to grow up with inclusive and accepting attitudes.

RSE is taught through the PSHE curriculum.

The intended outcomes of our programme are to:

- give pupils the knowledge and develop the self-esteem, confidence and self - awareness to make informed choices and decisions;
- encourage and support the development of social skills and social awareness;
- enable pupils to make sense of their own personal and social experiences;
- promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
- enable effective interpersonal relationships and develop a caring attitude towards others;
- encourage a caring attitude towards and responsibility for the environment;
- help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
- help our pupils understand how society works and the laws, rights and responsibilities involved.

### **LEGISLATION (STATUTORY REGULATIONS AND GUIDANCE)**

We recognise that, as a school, we have a legal responsibility under The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made under sections 34 & 35 of the Children & Social Work Act 2017, to provide comprehensive Relationship Education and Health Education for all pupils receiving primary education. In Year 7 and 8 we are also required to provide Relationship and Sex Education.

We acknowledge that in order for children to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. We understand that high quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils to develop resilience and to know how and when to ask for help.

As part of the Education Act 2002 all schools must provide a balanced and broad-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life.

The 2006 Education and Inspections Act placed a duty on Governing Bodies to promote the wellbeing of pupils at the school.

We recognise that we have a responsibility under the Equality Act 2010 to ensure the best for all pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion, sexual orientation or whether they are looked after children. As a result, RSE needs to be sensitive to the different needs of individual pupils and may need to adapt and change as the pupils of the school change. Not only does the teaching need to be sensitive to these needs, but also to help the pupils realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours or prejudice-based language.

In line with the Children and Social Work Act 2017:

- Parents will not be able to withdraw their child from Relationships Education in primary school or secondary school.



- Parents will be able to withdraw their child from primary school classes which address sex education - i.e. those that do not sit within the Relationships Education curriculum.
- Schools are required to teach National Curriculum science, which includes some elements of sex education. At Primary age, parents do not have a right to withdraw their children from this part of their education.
- At secondary school level (Years 7 and 8) parents will be able to withdraw their child from sex education, other than the sex education which sits in the National Curriculum as part of science, only with prior consent and consultation with the Head Teacher.

## ROLES AND RESPONSIBILITIES

- The RSE programme will be led and monitored by the Head of PSHE, together with the Assistant Head (Pastoral) and Assistant Head (Academic).
- It will be taught by Form Tutors and Assistants in the Early Years Foundation Stage and specialist teachers.
- It will be supported by specialist visitors to deliver 'Growing up' talks.
- A working party will be made up of Governors, teachers and parents to discuss the changing needs of the curriculum. The voice of the pupils will be considered.
- Teaching staff will receive RSE training on 15<sup>th</sup> April 2021 with further training provided as required; including induction training for any new members of staff.

The RSE policy supports/complements the following policies:

- Curriculum
- PSHE and SMSC
- Equal Opportunities
- Child Protection
- Behaviour Management
- Anti-Bullying
- Internet Use and E-Safety

Documents that inform the school's RSE policy include:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019) Updated July 2020
- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping Children Safe in Education – statutory safeguarding guidance (2020)
- Children and Social Work Act (2017)

## CURRICULUM DESIGN

1. The RSE programme is an integral part of our whole school PSHE education provision. We will ensure RSE is matched to the needs of our pupils by taking into account their different developmental stages.
2. The RSE programme will be planned and delivered through direct teaching by the form tutor, specialist teacher or workshops delivered by visitors.

3. The RSE programme will be taught through a range of teaching methods and interactive activities, including: videos, drama, role play, discussion, team activities, collaborative projects and workshops.
4. Relationship and Sex Education is usually taught in mixed gender groups. However, from Year 4, 'Growing up' talks take place with single gender groups as appropriate to ensure that the programme is more relevant to children's needs.
5. Lessons will be differentiated by assessing children's prior knowledge and taking into account any learning difficulties or disabilities to ensure all children can access the lesson and take on new knowledge, views and opinions. Lessons should also take account of the different developmental stages children of the same age are at.
6. High quality resources will support our RSE provision and will be regularly reviewed. Lessons and resources created by Coram SCARF are being used as the main method of delivery from Nursery to Year 6 and the 'My Life' Scheme of work, together with resources produced by Medway Public Health Directorate are being used in Years 7 and 8. All resources have been approved by the PSHE Association as being suitable.
7. Selected resources, such as books and film clips, will be used which support and promote understanding within a morals/values context and underpin British Values.
8. Learning about relationships and sex education in PSHE education lessons will link to and complement learning in all areas of the curriculum. For example, RSE will also be covered in Computing lessons – this will include teaching pupils how to be safe online, and about cyberbullying.
9. Pupils will be encouraged to reflect on their own learning and progress by talking or writing about their new knowledge or how their views have changed at the end of a topic.
10. Assessment in RSE will take the approach that each child will make progress in developing their views and opinions or in gaining further knowledge. Children will be asked to evidence their development at the end of each topic through discussion, adding to a mind-map or completing a prior/post assessment form.
11. An overview of the learning in each year group can be found in the Programme of Study.

Please see Appendix 1 for an overview of what is being taught across the curriculum from Nursery to Year 8.

## **SAFE AND EFFECTIVE PRACTICE**

PHSE and RSE often draws on pupil's real-life experiences. A safe and supportive environment will be created:

- Teachers and pupils will agree ground rules at the start of each lesson.
- Pupils' questions will be answered by providing information at an age-appropriate level. Teachers will endeavour to answer questions as honestly as possible but, if faced with a question they do not feel comfortable answering within the classroom, provision will be made to meet the individual child's needs, involving parents where appropriate.
- Sensitive issues will be dealt with on an individual basis, and depending on the nature of the issue, may be handled outside the classroom, involving the Mental Health Lead or DSL if required.
- Pupils will be able to raise questions anonymously by placing their questions in an anonymous question box as a distancing technique. This will provide comfort for the pupil and provide an opportunity for the teacher to ensure that the subject matter is suitable for the age group.
- All staff teaching RSE will be provided with training and support.



## SAFEGUARDING

- Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue.
- If such a disclosure is made, teachers will consult with the designated safeguarding lead or in his/her absence their deputy.
- All members of staff have up-to-date child protection training and cannot promise confidentiality if concerns about a child exist.
- Visitors/external agencies that support the delivery of RSE will be required to observe the School's Visiting Speakers' Policy and participate in the completion of the school's Visiting Speakers Information Form, sharing their material with the school and, where necessary, with parents, prior to delivering lessons to the children.
- The protocol when inviting visitors into lessons is for a teaching member of staff to be present and the content of the presentation to be in line with the policies and ethos of the school. Visitors will not influence children with their own beliefs. It is the responsibility of the teacher to ensure these steps are taken.

## ENGAGING STAKEHOLDERS (PARENTS AND CARERS)

- Parents/carers will be informed about the policy through schoolpost.
- The policy will be available to parents through the School's website.
- The school is committed to working with parents and carers by sharing resources being used (on request) listening to their views and providing information sessions. (Coram SCARF).
- The school works closely with parents to ensure that they are fully aware of what is being taught and provide additional resources and support through sharing the curriculum through our programmes of study. Parents are advised of 'Growing up' talks via Schoolpost prior to the session taking place.
- As part of our whole school approach to RSE, parent information sessions and opportunities for parents to view the materials and resources used will be provided in advance of 'Growing up' talks taking place.
- Parents/carers have the right to withdraw their children from RSE content that is not part of statutory national curriculum science. However, we strongly advise our parents that their children receive the education provided. The information, if received second hand from another child may not be accurate and a teacher or parent will not be on hand to rectify any misconceptions.
- If a parent/carer requests that their child be removed from relationships and sex education, we recommend that they are invited in to discuss their concerns and any appropriate steps that can be taken to give the child access to the information. Alternative work will be set for the child for duration of the teaching session.
- Governors will be informed of the RSE policy and curriculum through feedback at Education Committee meetings and through the academic and pastoral reports provided to the Governors.
- Pupil voice will be used to review and tailor our RSE programme to match the different needs of pupils through questionnaires and feedback from teaching sessions.

## MONITORING, REPORTING AND EVALUATION

Relationships and Sex Education is monitored and evaluated by the Head Teacher, a named governor and the teacher with responsibility for Relationships and Sex Education; and through consultation with parents/carers as part of the school's development plan. As a result of this

review process, changes will be made to the Relationships and Sex Education programmes as appropriate. The school will assess the effectiveness of the aims, content and methods in promoting students' learning through lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents.

Teachers will critically reflect on their work in delivering RSE through the revision of their Medium Term Plans, reflecting upon how effective the teaching and learning has been and through discussion in subject meetings.

Pupils will have opportunities to review and reflect on their learning during lessons through assessing prior knowledge and reflecting on what they have learnt during a topic or talk.

Pupil voice will be influential in adapting and amending planned learning activities. Pupils will be invited to feedback about how effective they consider the lessons to have been to meet their needs, following 'Growing up' talks.

## **RSE POLICY REVIEW**

Created by Victoria Gibbs, RSE Lead Teacher 24.03.21

Reviewed and Approved by Victoria Corfield RSE Governor 07.04.21

Reviewed and Approved by Lucy Wood, Governor and Chair of the Education Committee 08.04.21

Policy Review Period: 2 years

Reviewed by The RSE Lead Teacher, The Assistant Head (Pastoral), the Head Teacher and the Governor for RSE in consultation with parents and staff; falling under the remit of the Governor's Education Sub-Committee.

## APPENDIX 1

### PROGRAMME OF STUDY FOR TEACHING RSE

Relationship Education and Relationship and Sex Education is taught through our PSHE curriculum

Please refer to the Programme of Study to see what is being taught each term.

Below is an overview of what will be taught in each class for each year. In Nursery to Year 6 we teach primarily from the SCARF scheme of work. It is a spiral curriculum which builds upon prior teaching.

Please note that where we need to teach remotely, some of the content may not be taught due to the sensitive nature. PSHE needs to be taught in an environment where we can keep our children emotionally safe.

#### The scheme of work falls under the headings:

Me and My Relationships  
Valuing Difference  
Keeping Myself Safe  
Rights and Responsibilities  
The Wider World

Hillingdon Life Education come into school annually during the Summer Term to teach children in Years 4-8 about 'Growing and Changing'. We use an outside speaker to provide distancing for the children. Additional workshops are provided from time to time including: talks about keeping safe by the NSPCC, first aid training, drugs talks etc. Details of these workshops will be included in the school calendar.

Some lessons may be taught through subjects other than PSHE, such as internet safety in IT, or a related text in an English lesson.

### NURSERY

#### Health and Wellbeing

- Growing and changing in nature;
- When I was a baby;
- Girls, boys and families.

#### Me and My Relationships, My special people, and same and different

- Marvellous me!;
- I'm special;
- People who are special to me;
- Me and my friends;
- Friends and family;
- Including everyone.

#### Keeping Myself Safe – keeping my body safe

- Safety Indoors and Outdoors;
- What's safe to go into my body;



- People who help to keep me safe.

### **Rights and Responsibilities – looking after myself and my friends and caring for the environment**

- Looking after myself;
- Looking after others;
- Looking after my environment.

### **Being My Best – bouncing back**

- I can keep trying;
- I can do it!;
- What does my body need?- Exercise and sleep.

## **RECEPTION**

### **Me and My Relationships**

*Children will be able to:*

- Talk about similarities and differences;
- Name special people in their lives;
- Describe different feelings;
- Identify who can help if they are sad, worried or scared;
- Identify ways to help others or themselves if they are sad or worried;
- Be sensitive towards others and celebrate what makes each person unique;
- Recognise that we can have things in common with others;
- Use speaking and listening skills to learn about the lives of their peers;
- Know the importance of showing care and kindness towards others;
- Demonstrate skills in building friendships and cooperation.

### **Keeping Myself Safe – keeping my body safe**

- What's safe to go onto my body;
- Keeping myself safe - What's safe to go into my body (including medicines);
- Safe indoors and outdoors;
- Keeping safe online;
- People who help to keep me safe.

### **Rights and Responsibilities**

*Children will be able to:*

- Understand that they can make a difference;
- Identify how they can care for their home, school and special people;
- Talk about how they can make an impact on the natural world;
- Talk about similarities and differences between themselves;
- Demonstrate building relationships with friends.

### **Being My Best**

*Children will be able to:*

- Feel resilient and confident in their learning;
- Name and discuss different types of feelings and emotions;
- Learn and use strategies or skills in approaching challenges;
- Understand that they can make healthy choices;
- Name and recognise how healthy choices can keep us well.



## Growing and Changing

*Children will be able to:*

- Understand that there are changes in nature and humans;
- Name the different stages in childhood and growing up;
- Understand that babies are made by a man and a woman;
- Use the correct vocabulary when naming the different parts of the body;
- Know how to keep themselves safe.

## Me and My Relationships

*Children will be able to:*

- Understand that classroom rules help everyone to learn and be safe;
- 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.);
- Explain their classroom rules and be able to contribute to making these;
- Identify a range of feelings;
- Identify how feelings might make us behave;
- Suggest strategies for someone experiencing 'not so good' feelings to manage these;
- Recognise that people's bodies and feelings can be hurt;
- Suggest ways of dealing with different kinds of hurt;
- 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;
- Identify simple qualities of friendship;
- Suggest simple strategies for making up;
- 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

*Children will be able to:*

- Identify the differences and similarities between people;
- Empathise with those who are different from them;
- Begin to appreciate the positive aspects of these differences;
- Explain the difference between unkindness, teasing and bullying;
- Explain some of their school rules and how those rules help to keep everybody safe;
- Understand that bullying is usually quite rare;
- Identify some of the people who are special to them;
- Recognise and name some of the qualities that make a person special to them;
- Recognise and explain what is fair and unfair, kind and unkind;
- Suggest ways they can show kindness to others.

## Keeping Myself Safe

*Children will be able to:*

- Understand that the body gets energy from food, water and air (oxygen);
- Recognise the importance of sleep in maintaining a healthy, balanced lifestyle;
- Identify simple bedtime routines that promote healthy sleep;
- Recognise that exercise and sleep are important parts of a healthy lifestyle;
- Recognise emotions and physical feelings associated with feeling unsafe;
- Identify people who can help them when they feel unsafe;
- Recognise the range of feelings that are associated with loss;



- 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;
- 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**

*Children will be able to:*

- Recognise the importance of regular hygiene routines;
- Sequence personal hygiene routines into a logical order;
- Identify what they like about the school environment;
- Recognise who cares for and looks after the school environment;
- 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;
- Explain where people get money from;
- List some of the things that money may be spent on in a family home;
- 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 placed and adding to it).

### **Being My Best**

*Children will be able to:*

- 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;
- Recognise that they may have different tastes in food to others;
- Select foods from the Eatwell Guide (formerly Eatwell Plate) 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;
- Understand how diseases can spread;
- Recognise and use simple strategies for preventing the spread of diseases;
- 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;
- Demonstrate attentive listening skills;
- Suggest simple strategies for resolving conflict situations;
- Give and receive positive feedback, and experience how this makes them feel;
- Recognise how a person's behaviour (including their own) can affect other people.

### **Growing and Changing**

*Children will be able to:*

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



- 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;
- 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;
- 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;
- 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.

## YEAR 2

### Me and My Relationships

*Children will be able to:*

- Suggest actions that will contribute positively to the life of the classroom;
- Make and undertake pledges based on those actions;
- Take part in creating and agreeing classroom rules;
- 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;
- 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;
- Understand and describe strategies for dealing with bullying;
- Rehearse and demonstrate some of these strategies;
- 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;
- Recognise that friendship is a special kind of relationship;
- Identify some of the ways that good friends care for each other;
- Recognise, name and understand how to deal with feelings (e.g. anger, loneliness);
- Explain where someone could get help if they were being upset by someone else's behaviour.

### Valuing Difference

*Children will be able to:*

- 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;
- Identify people who are special to them;
- Explain some of the ways those people are special to them;
- Recognise and explain how a person's behaviour can affect other people;
- 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;
- 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;
- 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 negotiation skills to help foster and maintain positive relationships.

### **Keeping Myself Safe**

*Children will be able to:*

- Understand that medicines can sometimes make people feel better when they're ill;
- Give examples of some of the things that a person can do to feel better without use of medicines if they are unwell;
- Explain simple issues of safety and responsibility about medicines and their use;
- Identify situations in which they would feel safe or unsafe;
- Suggest actions for dealing with unsafe situations including who they could ask for help;
- 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;
- Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation;
- Identify the types of touch they like and do not like;
- Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable;
- Recognise that some touches are not fun and can hurt or be upsetting;
- Know that they can ask someone to stop touching them;
- Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable;
- Identify safe secrets (including surprises) and unsafe secrets;
- Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable;
- Identify how inappropriate touch can make someone feel;
- Understand that there are unsafe secrets and secrets that are nice surprises;
- 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.

### **Rights and Responsibilities**

*Children will be able to:*

- Describe and record strategies for getting on with others in the classroom;
- Explain, and be able to use, strategies for dealing with impulsive behaviour;
- Identify special people in the school and community who can help to keep them safe;
- Know how to ask for help;
- Identify what they like about the school environment;
- Identify any problems with the school environment (e.g. things needing repair);
- Make suggestions for improving the school environment;
- Recognise that they all have a responsibility for helping to look after the school environment;
- Understand that people have choices about what they do with their money;
- Know that money can be saved for use at a future time;
- Explain how they might feel when they spend money on different things;
- Recognise that money can be spent on items which are essential or non-essential;
- Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this.



### **Being My Best**

*Children will be able to:*

- Explain the stages of the learning line showing an understanding of the learning process;
- Help themselves and others develop a positive attitude that supports their wellbeing;
- Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning;
- Understand and give examples of things they can choose themselves and things that others choose for them;
- Explain things that they like and dislike, and understand that they have choices about these things;
- Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health;
- Explain how germs can be spread;
- Describe simple hygiene routines such as hand washing;
- Understand that vaccinations can help to prevent certain illnesses;
- Explain the importance of good dental hygiene;
- Describe simple dental hygiene routines;
- Understand that the body gets energy from food, water and oxygen;
- Recognise that exercise and sleep are important to health;
- Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain);
- Describe how food, water and air get into the body and blood.

### **Growing and Changing**

*Children will be able to:*

- Demonstrate simple ways of giving positive feedback to others;
- Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to;
- Identify different stages of growth (e.g. baby, toddler, child, teenager, adult);
- Understand and describe some of the things that people are capable of at these different stages;
- Identify which parts of the human body are private;
- Explain that a person's genitals help them to make babies when they are grown up;
- Understand that humans mostly have the same body parts but that they can look different from person to person;
- Explain what privacy means;
- Know that you are not allowed to touch someone's private belongings without their permission;
- Give examples of different types of private information.

## **YEAR 3**

### **Me and My Relationships**

*Children will be able to:*

- Explain why we have rules;
- Explore why rules are different for different age groups, in particular for internet-based activities;
- Suggest appropriate rules for a range of settings;
- Explain some of the feelings someone might have when they lose something important to them;



- Understand that these feelings are normal and a way of dealing with the situation;
- Consider the possible consequences of breaking the rules;
- Define and demonstrate cooperation and collaboration;
- Identify the different skills that people can bring to a group task;
- Demonstrate how working together in a collaborative manner can help everyone to achieve success;
- Identify people who they have a special relationship with;
- Suggest strategies for maintaining a positive relationship with their special people;
- Rehearse and demonstrate simple strategies for resolving given conflict situations;
- Explain what a dare is;
- Understand that no-one has the right to force them to do a dare;
- Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare;
- Express opinions and listen to those of others;
- Consider others' points of view;
- Practise explaining the thinking behind their ideas and opinions;
- Identify qualities of friendship;
- Suggest reasons why friends sometimes fall out;
- Rehearse and use, now or in the future, skills for making up again.

### **Valuing Difference**

*Children will be able to:*

- Recognise that there are many different types of family;
- Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships';
- Define the term 'community';
- Identify the different communities that they belong to;
- Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing;
- Reflect on listening skills;
- Give examples of respectful language;
- Give examples of how to challenge another's viewpoint, respectfully;
- Explain that people living in the UK have different origins;
- Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds;
- Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together;
- Recognise the factors that make people similar to and different from each other;
- Recognise that repeated name calling is a form of bullying;
- Suggest strategies for dealing with name calling (including talking to a trusted adult);
- Understand and explain some of the reasons why different people are bullied;
- Explore why people have prejudiced views and understand what this is.

### **Keeping Myself Safe**

*Children will be able to:*

- Identify situations which are safe or unsafe;
- Identify people who can help if a situation is unsafe;
- Suggest strategies for keeping safe;
- Define the words 'danger' and 'risk' and explain the difference between the two;
- Demonstrate strategies for dealing with a risky situation;
- Identify some key risks from, and effects of, cigarettes and alcohol;



- Know that most people choose not to smoke cigarettes ('social norms' message);
- Define the word 'drug' and understand that nicotine and alcohol are both drugs;
- Identify risk factors in given situations;
- Suggest ways of reducing or managing those risks;
- Evaluate the validity of statements relating to online safety;
- Recognise potential risks associated with browsing online;
- Give examples of strategies for safe browsing online;
- 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;
- Recognise and describe appropriate behaviour online as well as offline;
- Identify what constitutes personal information and when it is not appropriate or safe to share this;
- Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs;
- Demonstrate strategies for assessing risks;
- Understand and explain decision-making skills;
- Understand where to get help from when making decisions;
- Understand that medicines are drugs and suggest ways that they can be helpful or harmful.

### **Rights and Responsibilities**

*Children will be able to:*

- Define what a volunteer is;
- Identify people who are volunteers in the school community;
- Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer;
- Identify key people who are responsible for them to stay safe and healthy;
- Suggest ways they can help these people;
- Understand the difference between 'fact' and 'opinion';
- Understand how an event can be perceived from different viewpoints;
- Plan, draft and publish a recount using the appropriate language;
- Define what is meant by the environment;
- Evaluate and explain different methods of looking after the school environment;
- Devise methods of promoting their priority method;
- Understand the terms 'income', 'saving' and 'spending';
- Recognise that there are times we can buy items we want and times when we need to save for items;
- Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.);
- Explain that people earn their income through their jobs;
- Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.).

### **Being My Best**

*Children will be able to:*

- Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body;
- Explain what is meant by the term 'balanced diet';
- Give examples of which foods might make up a healthy balanced meal;
- Explain how some infectious illnesses are spread from one person to another;



- Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses;
- Suggest medical and non-medical ways of treating an illness;
- Develop skills in discussion and debating an issue;
- Demonstrate their understanding of health and wellbeing issues that are relevant to them;
- Empathise with different viewpoints;
- Make recommendations, based on their research;
- Identify their achievements and areas of development;
- Recognise that people may say kind things to help us feel good about ourselves;
- Explain why some groups of people are not represented as much on television/in the media;
- Demonstrate how working together in a collaborative manner can help everyone to achieve success;
- Understand and explain how the brain sends and receives messages through the nerves;
- Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain);
- Describe how food, water and air get into the body and blood;
- Explain some of the different talents and skills that people have and how skills are developed;
- Recognise their own skills and those of other children in the class.

### **Growing and Changing**

*Children will be able to:*

- Identify different types of relationships;
- Understand what is meant by the term body space (or personal space);
- Identify when it is appropriate or inappropriate to allow someone into their body space;
- Rehearse strategies for when someone is inappropriately in their body space;
- Recognise who they have positive healthy relationships with;
- Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;
- Recognise how different surprises and secrets might make them feel;
- Know who they could ask for help if a secret made them feel uncomfortable or unsafe;
- Recognise that babies come from the joining of an egg and sperm;
- Explain what happens when an egg doesn't meet a sperm;
- Understand that for girls, periods are a normal part of puberty.

## **YEAR 4**

### **Me and My Relationships**

*Children will be able to:*

- Describe 'good' and 'not so good' feelings and how feelings can affect our physical state;
- Explain what we mean by a 'positive, healthy relationship';
- Describe some of the qualities that they admire in others;
- Explain how different words can express the intensity of feelings;
- 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;
- Demonstrate strategies for working on a collaborative task;
- Define successful qualities of teamwork and collaboration;
- 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;



- 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;
- Give examples of strategies to respond to being bullied, including what people can do and say;
- Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.

### **Valuing Difference**

*Children will be able to:*

- Define the terms 'negotiation' and 'compromise';
- Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise;
- 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;
- 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;
- 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;
- 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;
- Understand and identify stereotypes, including those promoted in the media.

### **Keeping Myself Safe**

*Children will be able to:*

- Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them;
- Identify situations which are either dangerous, risky or hazardous;
- Suggest simple strategies for managing risk;
- Identify images that are safe/unsafe to share online;
- Know and explain strategies for safe online sharing;
- Understand and explain the implications of sharing images online without consent;
- Define what is meant by the word 'dare';
- Identify from given scenarios which are dares and which are not;
- Suggest strategies for managing dares;
- Understand that medicines are drugs;
- Explain safety issues for medicine use;
- Suggest alternatives to taking a medicine when unwell;
- Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines);
- Understand some of the key risks and effects of smoking and drinking alcohol;
- Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol ('social norms' theory);



- Describe stages of identifying and managing risk;
- Suggest people they can ask for help in managing risk;
- Understand that we can be influenced both positively and negatively;
- Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.

### **Rights and Responsibilities**

*Children will be able to:*

- Explain how different people in the school and local community help them stay healthy and safe;
- Define what is meant by 'being responsible';
- Describe the various responsibilities of those who help them stay healthy and safe;
- Suggest ways they can help the people who keep them healthy and safe;
- Understand that humans have rights and also responsibilities;
- Identify some rights and also responsibilities that come with these;
- Understand the reason we have rules;
- Suggest and engage with ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council);
- Recognise that everyone can make a difference within a democratic process;
- Define the word influence;
- Recognise that reports in the media can influence the way they think about a topic;
- Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner;
- Explain the role of the bystander and how it can influence bullying or other anti-social behaviour;
- Recognise that they can play a role in influencing outcomes of situations by their actions;
- Understand some of the ways that various national and international environmental organisations work to help take care of the environment;
- Understand and explain the value of this work;
- Define the terms 'income' and 'expenditure';
- List some of the items and services of expenditure in the school and in the home;
- Prioritise items of expenditure in the home from most essential to least essential;
- Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT';
- Understand how a payslip is laid out showing both pay and deductions;
- Prioritise public services from most essential to least essential.

### **Being My Best**

*Children will be able to:*

- Identify ways in which everyone is unique;
- Appreciate their own uniqueness;
- Recognise that there are times when they will make the same choices as their friends and times when they will choose differently;
- Give examples of choices they make for themselves and choices others make for them;
- Recognise that there are times when they will make the same choices as their friends and times when they will choose differently;
- Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health;
- Plan a menu which gives a healthy balance of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate);
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- Understand the ways in which they can contribute to the care of the environment (using some or all of the 7 Rs);<sup>1</sup>
- Suggest ways the 7 Rs recycling methods can be applied to different scenarios;
- Define what is meant by the word 'community';
- Suggest ways in which different people support the school community;
- Identify qualities and attributes of people who support the school community.

### **Growing and Changing**

*Children will be able to:*

- Describe some of the changes that happen to people during their lives;
- Explain how the learning line can be used as a tool to help them manage change more easily;
- Name some positive and negative feelings;
- Understand how the onset of puberty can have emotional as well as physical impact;
- Suggest reasons why young people sometimes fall out with their parents;
- Take part in a role play practising how to compromise;
- Suggest people who may be able to help them deal with change;
- Identify parts of the body that males and females have in common and those that are different;
- Know the correct terminology for their genitalia;
- Understand and explain why puberty happens;
- Know the key facts of the menstrual cycle;
- Understand that periods are a normal part of puberty for girls;
- Identify some of the ways to cope better with periods;
- Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;
- Recognise how different surprises and secrets might make them feel;
- Know who they could ask for help if a secret made them feel uncomfortable or unsafe;
- Understand that marriage is a commitment to be entered into freely and not against someone's will;
- Recognise that marriage includes same sex and opposite sex partners;
- Know the legal age for marriage in England or Scotland;
- Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.

## **YEAR 5**

### **Me and My Relationships**

*Children will be able to:*

- Explain what collaboration means;
- Give examples of how they have worked collaboratively;
- Explain what is meant by the terms 'negotiation' and 'compromise';
- Describe strategies for resolving difficult issues or situations;
- Describe the attributes needed to work collaboratively;
- Demonstrate how to respond to a wide range of feelings in others;
- Give examples of some key qualities of friendship;
- Reflect on their own friendship qualities;
- Identify what things make a relationship unhealthy;

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<sup>1</sup> The 7 Rs of Sustainability: Refuse, Reduce, Repurpose, Reuse, Recycle, Rot, Rethink



- Identify who they could talk to if they needed help;
- Identify characteristics of passive, aggressive and assertive behaviours;
- Understand and rehearse assertiveness skills;
- Recognise basic emotional needs, understand that they change according to circumstance;
- Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks;
- Understand that online communication can be misinterpreted;
- Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.

### **Valuing Difference**

*Children will be able to:*

- Define some key qualities of friendship;
- Describe ways of making a friendship last;
- Explain why friendships sometimes end;
- Rehearse active listening skills;
- Demonstrate respectfulness in responding to others;
- Respond appropriately to others;
- Develop an understanding of discrimination and its injustice, and describe this using examples;
- Empathise with people who have been, and currently are, subjected to injustice, including through racism;
- Consider how discriminatory behaviour can be challenged;
- Identify and describe the different groups that make up their school/wider community/other parts of the UK;
- Describe the benefits of living in a diverse society;
- Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this;
- Understand that the information we see online, either text or images, is not always true or accurate;
- Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them;
- Understand and explain the difference between sex, gender identity, gender expression and sexual orientation;
- Identify the consequences of positive and negative behaviour on themselves and others;
- Give examples of how individual/group actions can impact on others in a positive or negative way.

### **Keeping Myself Safe**

*Children will be able to:*

- Explain what a habit is, giving examples;
- Describe why and how a habit can be hard to change;
- Recognise that there are positive and negative risks;
- Explain how to weigh up risk factors when making a decision;
- Describe some of the possible outcomes of taking a risk;
- Demonstrate strategies to deal with both face-to-face and online bullying;
- Demonstrate strategies and skills for supporting others who are bullied;
- Recognise and describe the difference between online and face-to-face bullying;
- Define what is meant by a dare;
- Explain why someone might give a dare;



- Suggest ways of standing up to someone who gives a dare;
- Recognise which situations are risky;
- Explore and share their views about decision making when faced with a risky situation;
- Suggest what someone should do when faced with a risky situation;
- Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private;
- Recognise that people aren't always who they appear to be online and explain the risks of being friends online with a person they have not met face-to-face;
- Know how to protect personal information online;
- Recognise disrespectful behaviour online and know how to respond to it;
- Understand some of the complexities of categorising drugs;
- Know that all medicines are drugs but not all drugs are medicines;
- Understand ways in which medicines can be helpful or harmful and used safely or unsafely.
- Understand the actual norms around smoking and the reasons for common misperceptions of these;
- Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks;
- Understand the actual norms around alcohol and the reasons for common misperceptions of these.

### **Rights and Responsibilities**

*Children will be able to:*

- Identify, write and discuss issues currently in the media concerning health and wellbeing;
- Express their opinions on an issue concerning health and wellbeing;
- Make recommendations on an issue concerning health and wellbeing;
- Understand the difference between a fact and an opinion;
- Understand what biased reporting is and the need to think critically about things we read;
- Define the differences between responsibilities, rights and duties;
- Discuss what can make them difficult to follow;
- Identify the impact on individuals and the wider community if responsibilities are not carried out;
- Explain what we mean by the terms voluntary, community and pressure (action) group;
- Give examples of voluntary groups, the kind of work they do and its value;
- State the costs involved in producing and selling an item;
- Suggest questions a consumer should ask before buying a product;
- Define the terms 'loan', 'credit', 'debt' and 'interest';
- Suggest advice for a range of situations involving personal finance;
- Explain some of the areas that local councils have responsibility for;
- Understand that local councillors are elected to represent their local community.

### **Being My Best**

*Children will be able to:*

- Know two harmful effects each of smoking/drinking alcohol;
- Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health;
- Understand the actual norms around smoking and the reasons for common misperceptions of these;
- Know the basic functions of the four systems covered and know they are inter-related;
- Explain the function of at least one internal organ;



- Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health;
- Identify their own strengths and talents;
- Identify areas that need improvement and describe strategies for achieving those improvements;
- State what is meant by community;
- Explain what being part of a school community means to them;
- Suggest ways of improving the school community;
- Identify people who are responsible for helping them stay healthy and safe;
- Identify ways that they can help these people;
- Describe 'star' qualities of celebrities as portrayed by the media;
- Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life;
- Describe 'star' qualities that 'ordinary' people have.

### **Growing and Changing**

*Children will be able to:*

- Use a range of words and phrases to describe the intensity of different feelings;
- Distinguish between good and not so good feelings, using appropriate vocabulary to describe these;
- Explain strategies they can use to build resilience;
- Identify people who can be trusted;
- Understand what kinds of touch are acceptable or unacceptable;
- Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch;
- Explain how someone might feel when they are separated from someone or something they like;
- Suggest ways to help someone who is separated from someone or something they like;
- Know the correct words for the external sexual organs;
- Discuss some of the myths associated with puberty;
- Identify some products that they may need during puberty and why;
- Know what menstruation is and why it happens;
- Recognise how our body feels when we're relaxed;
- List some of the ways our body feels when it is nervous or sad;
- Describe and/or demonstrate how to be resilient in order to find someone who will listen to you;
- Identify the consequences of positive and negative behaviour on themselves and others;
- Give examples of how individual/group actions can impact on others in a positive or negative way;
- Explain the difference between a safe and an unsafe secret;
- Identify situations where someone might need to break a confidence in order to keep someone safe;
- Recognise that some people can get bullied because of the way they express their gender;
- Give examples of how bullying behaviours can be stopped.

### **YEAR 6**

#### **Me and My Relationships**

*Children will be able to:*

- Demonstrate a collaborative approach to a task;



- Explain what is meant by the terms 'negotiation' and 'compromise';
- Suggest positive strategies for negotiating and compromising within a collaborative task;
- Demonstrate positive strategies for negotiating and compromising within a collaborative task;
- Describe and implement the skills needed to do this;
- Recognise some of the challenges that arise from friendships;
- Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach;
- List some assertive behaviours;
- Recognise peer influence and pressure;
- Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure;
- Recognise and empathise with patterns of behaviour in peer-group dynamics;
- Recognise basic emotional needs and understand that they change according to circumstance;
- Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about;
- Describe the consequences of reacting to others in a positive or negative way;
- Suggest ways that people can respond more positively to others;
- Describe ways in which people show their commitment to each other;
- Know the ages at which a person can marry, depending on whether their parents agree;
- Understand that everyone has the right to be free to choose who and whether to marry;
- Recognise that some types of physical contact can produce strong negative feelings;
- Know that some inappropriate touch is also illegal;
- Identify strategies for keeping personal information safe online;
- Describe safe and respectful behaviours when using communication technology.

### **Valuing Difference**

*Children will be able to:*

- Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences;
- Suggest strategies for dealing with bullying, as a bystander;
- Know that all people are unique but that we have far more in common with each other than what is different about us;
- Consider how a bystander can respond to someone being rude, offensive or bullying someone else;
- Demonstrate ways of offering support to someone who has been bullied;
- Describe positive attributes of their peers;
- Demonstrate ways of showing respect to others, using verbal and non-verbal communication;
- Understand and explain the term prejudice;
- Identify and describe the different groups that make up their school/wider community/other parts of the UK;
- Describe the benefits of living in a diverse society;
- Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this;
- Explain the difference between a friend and an acquaintance;
- Describe qualities of a strong, positive friendship;
- Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative);
- Define what is meant by the term stereotype;



- Recognise how the media can sometimes reinforce gender stereotypes;
- Recognise that people fall into a wide range of what is seen as normal;
- Challenge stereotypical gender portrayals of people.

### **Keeping Myself Safe**

*Children will be able to:*

- Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face;
- Understand and describe the ease with which something posted online can spread;
- Identify strategies for keeping personal information safe online;
- Describe safe behaviours when using communication technology;
- Know that it is illegal to create and share sexual images of children under 18 years old;
- Explore the risks of sharing photos and films of themselves with other people directly or online;
- Know how to keep their information private online;
- Define what is meant by 'addiction', demonstrating an understanding that addiction is a form of behaviour;
- Understand that all humans have basic emotional needs and explain some of the ways these needs can be met;
- Explain how drugs can be categorised into different groups depending on their medical and legal context;
- Demonstrate an understanding that drugs can have both medical and non-medical uses;
- Explain in simple terms some of the laws that control drugs in this country;
- Understand some of the basic laws in relation to drugs;
- Explain why there are laws relating to drugs in this country;
- Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these;
- Describe some of the effects and risks of drinking alcohol;
- Understand that all humans have basic emotional needs and explain some of the ways these needs can be met; Explain how these emotional needs impact on people's behaviour;
- Suggest positive ways that people can get their emotional needs met;
- Understand and give examples of conflicting emotions;
- Understand and reflect on how independence and responsibility go together.

### **Rights and Responsibilities**

*Children will be able to:*

- Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them;
- Describe the language and techniques that make up a biased report;
- Analyse a report and also extract the facts from it;
- Know the legal age (and reason behind these) for having a social media account;
- Understand why people don't tell the truth and often post only the good bits about themselves, online;
- Recognise that people's lives are much more balanced in real life, with positives and negatives;
- Explain some benefits of saving money;
- Describe the different ways money can be saved, outlining the pros and cons of each method;
- Describe the costs that go into producing an item;
- Suggest sale prices for a variety of items, taking into account a range of factors;



- Explain what is meant by the term 'interest';
- Recognise and explain that different jobs have different levels of pay and the factors that influence this;
- Explain the different types of tax (income tax and VAT) which help to fund public services;
- Evaluate the different public services and compare their value;
- Explain what we mean by the terms 'voluntary', 'community' and 'pressure (action) group';
- Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group;
- Explain what is meant by living in an environmentally sustainable way;
- Suggest actions that could be taken to live in a more environmentally sustainable way.

### **Being My Best**

*Children will be able to:*

- Identify aspirational goals;
- Describe the actions needed to set and achieve these;
- Explain what the five ways to wellbeing are;
- Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives;
- Present information they researched on a health and wellbeing issue outlining the key issues and making suggestions for any improvements concerning those issues;
- Identify risk factors in a given situation;
- Understand and explain the outcomes of risk-taking in a given situation, including emotional risks;
- Recognise what risk is;
- Explain how a risk can be reduced;
- Understand risks related to growing up and explain the need to be aware of these;
- Assess a risk to help keep themselves safe.

### **Growing and Changing**

*Children will be able to:*

- Recognise some of the changes they have experienced and their emotional responses to those changes;
- Suggest positive strategies for dealing with change;
- Identify people who can support someone who is dealing with a challenging time of change;
- Understand that fame can be short-lived;
- Recognise that photos can be changed to match society's view of 'perfect';
- Identify qualities that people have, as well as their looks;
- Define what is meant by the term 'stereotype';
- Recognise how the media can sometimes reinforce gender stereotypes;
- Recognise that people fall into a wide range of what is seen as normal;
- Challenge stereotypical gender portrayals of people;
- Understand the risks of sharing images online and how these are hard to control, once shared;
- Understand that people can feel pressured to behave in a certain way because of the influence of the peer group;
- Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be;
- Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;
- Suggest strategies that would help someone who felt challenged by the changes in puberty;

- Know where someone could get support if they were concerned about their own or another person's safety;
- Explain the difference between a safe and an unsafe secret;
- Identify situations where someone might need to break a confidence in order to keep someone safe.

## YEARS 7 AND 8

Year 7 and 8 pupils will broadly follow the first part of the 'Your Life' scheme of work, which meets the requirements of the KS3 National Curriculum statutory content for PSHE, and the content for Personal Wellbeing and Economic Wellbeing and Financial Capability. It complies with the 'Every Child Matters' framework and provides opportunities for developing Personal Learning and Thinking skills (PLTS) and for meeting the learning outcomes for Social and Emotional Aspects of Learning (SEAL). It promotes the Fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and inclusion of those with different faiths and beliefs.

The scheme covers the following criteria:

Personal, Social and Health Education			Citizenship and Economic Education	
Personal wellbeing	Social education	Keeping healthy	Becoming an active citizen	Economic and financial capability
Understanding yourself and handling relationships	Responsibilities and values	Taking care of your physical and mental health	Understanding our society, its laws and government	Managing money and learning about the world of work

## YEAR 7

Topics are flexible. For example, should there be a general election it might be necessary to move the democracy element to fit in with the timings.

Sometimes, issues within the peer group results in their being a 'natural' time to cover these topics. Hillingdon Life Education come into school to deliver growing up talks to pupils in Year 7.

### Anxieties and worries

#### Anxieties about school

- Dealing with your feelings.

#### Managing time: How good are we at managing our time?

- How to handle homework.

#### Values – right and wrong: How should we behave?

- The right thing / to tell or not to tell.

**Minding our manners / table manners:** This is particularly relevant as it ties in with the trip to Wales in October.

### **Getting on with others**

- Problems with parents / sharing the chores;
- Getting on with parents, brothers and sisters.

### **Our bodies – smoking**

- Smoking – the facts / the high cost of smoking;
- What do we really think about smoking? / electronic cigarettes

### **Why we have laws**

- Why do we have laws?
- Neighbours and the law.

### **Bullying**

- What is bullying? / cyber bullying;
- What does it feel like to be bullied / What should we do if bullied?
- How to beat the bullies / Don't suffer in silence.

### **The world of work**

- Developing a Product;
- Issues with running a business including marketing and finances.

### **Our bodies – drugs and drug-taking**

- Drugs and how they affect you / why is there so much concern?
- Young people and drugs / cannabis: the dangers.

### **How Britain is governed**

- Government;
- The role of the Monarchy;
- European Union.

### **How to revise**

### **People with disabilities**

- Disability;
- People with disabilities and everyday life.

### **Global issues – Resources, Waste and Recycling**

- Reducing waste / incineration and landfill.
- Reducing waste at school.
- Water – a vital resource.

## **YEAR 8**

### **Feelings**

- Self-confidence and self-esteem.

### **Drugs and drug-taking**

- Drugs: facts and fiction;
- Drugs and the law.

### **Other cultures and lifestyles**

- Britain - a diverse society.

### **Images and stereotypes**

- Equality - what is it and why is it important;
- Diversity - what is it and why is it important;
- Racism;
- Case study: Ruby Bridges.

### **Safety at home and in the street**

- Safety at home – first aid;
- Abuse;
- Safety in public places;
- E-Safety;
- Knife crime: Case study: Billy's Wish.

### **Making the most of your money**

- Needs and wants;
- Making the most of our money.

### **Employment and unemployment**

- Employment and employability for life.

### **Values**

- What influences how we behave?

### **The Police**

- Police duties and powers;
- Keeping the peace.

### **Gambling**

- Gambling – the lure and the law;
- Problem gambling.

### **Divided families**

- Separation and divorce;
- Coping with change.

### **Friends and friendship**

- Making friends;
- Peer influence and pressure.

### **Drinking and alcohol**

- The facts;
- Problem drinking.

**Britain's government**

- Parliament in focus;
- The government in action.

**The community**

- The school and the local environment.

**Global issues – food and water**

- The foods we eat;
- World hunger;
- Water – a vital resource.

**The world of work – understanding business**

- Different types of business;
- How a business is structured;
- Careers talk to Y7 and 8.

**Other people**

- Review of visit to Booker Park School;
- Older people and ageism;
- Bereavement and grieving.

**Sex and relationships**

- SRE Talk – contraception and STIs;
- Sex and contraception;
- Sexual rights and responsibilities.

**Reviewing progress**