

Jerry Clay Academy



Relationships, Sex & Health Education Policy

This policy was last reviewed on	July 2021
This policy is scheduled for review on	July 2023

1. Aims

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

- Develop the personal skills needed by pupils for them to establish and maintain relationships
- Provide a framework in which sensitive discussions can take place
- 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
- Prepare pupils for puberty, by giving them an understanding of the importance of health and hygiene
- Enable children to make responsible and informed decisions about their health and well-being.

2. Statutory requirements

As a Primary Academy we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. We are required to follow the National Curriculum including requirements to teach Science, which would include the elements of sex education contained in the science curriculum. In teaching RSE, we are required to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. At Jerry Clay Academy we teach RSE as set out in this policy.

3. Policy development

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

- Review –The PSHE lead pulled together all relevant information including relevant national and local guidance
- Staff consultation – all Academy staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – The policy was made available to parents on the website for two weeks and they were invited to discuss any points
- Ratification – once amendments were made, the policy was shared with trustees and ratified

4. 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.

5. Curriculum

Our curriculum is set out in Appendix 1. This will be reviewed and adapted as and when necessary. We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. Our curriculum content is based on

resources provided by the PSHE association. Teachers will use the objectives and always take into account the needs and feelings of our pupils.

If pupils ask 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.

6. Delivery of RSE

At Jerry Clay Academy RSE is delivered within the personal, social, health and economic (PSHE) education curriculum. It also compliments content covered in Science, Computing and PE, and other aspects are included in religious education (RE).

Appendix 1 shows how our PSHE curriculum covers all the strands of the statutory guidance.

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

For more information about our RSE curriculum, see Appendices 1. 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 (for example: looked after children or young carers).

7. Inclusion

Equality

Jerry Clay Academy is an inclusive Academy where we place a strong focus on the wellbeing and progress of every child and where all members of our community are of equal worth

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states "Teachers should take account of

their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.”

RSE has clear links with other Academy policies aimed at promoting pupils’ spiritual, moral, social and cultural development, including the:

- Anti-Bullying Policy
- Behaviour Policy
- Equality Policy
- Health and Safety Policy
- Computing Policy and E Safety Policy
- RE Policy
- Safeguarding/Child Protection Policy
- SMSC Policy
- Special Educational Needs Policy

SEND

At Jerry Clay Academy Relationships and Health Education is accessible for all pupils. We provide high quality teaching that is differentiated and personalised to ensure accessibility.

8. Roles and responsibilities

The Governing body

The Trustee Board will seek approval of this policy to and it will hold the Headteacher to account for the implementation of this policy.

The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the Academy, and for discussing any concerns or issues parents may have.

The Curriculum Leader (Assistant Headteacher)

The Curriculum Leader will:

- develop a differentiated curriculum;
- work closely with subject coordinators in Science, Computing R.E and P.E. to ensure Relationships Education, Sex Education and Health Education do not duplicate content covered in the National Curriculum;
- work with external organisations in order to enhance delivery of these subjects by introducing specialist knowledge and different ways of engaging with pupils;
- ensure that the teaching delivered by a specialist teacher fits with the planned programme;
- provide strategic leadership and direction;
- provide a curriculum that provides pupils with the essential knowledge they need to be educated citizens in democratic Britain;

- coordinate a number of working parties in order to explore ways of improving the curriculum and the way in which we deliver it;
- promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities;
- ensure appropriate coverage of the curriculum;
- provide support and advice;
- monitor pupil progress in this area;
- ensure sufficient and up to date resources are in place
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises regarding;
- make effective use of relevant research and information to improve this policy;
- keep up to date with new developments and resources;
- undertake risk assessments when required;
- review and monitor the implementation of the policy and curriculum;
- annually report to the Governing Body on the success and development of this policy

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
- Informing parents before teaching an aspect of Sex Education so that they are fully informed.

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.

Pupils

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

9. 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/non-science components of sex education within RSE. Requests for withdrawal should be put in writing and addressed to the Headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

10. 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 Academy, such as nurses or sexual health professionals, to provide support and training to staff teaching RSE.

11. Monitoring arrangements

The delivery of RSE is monitored by the Lead for PSHE, Curriculum Leader and the Headteacher through: Learning Walks, child conferencing/ pupil voice and work sampling.

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

This policy will be reviewed by PSHE lead and the Curriculum and Standards committee on a bi-annual basis or in the event of updated statutory guidance. At every review, the policy will be approved by the Trustee Board.

Organisation and Planning

Who is responsible for co-ordinating the subject?

Mrs Burrows is responsible for co-ordinating the whole School PSHE curriculum including Mental, health and emotional well-being. Mrs Wood is our designated Learning support and mental health and well-being expert.

How it will be organised and covered

P.S.H.E will be provided through:

- Discreet Curriculum time and embedding our School Learner traits.
- Teaching through Contexts for Learning.
- Assemblies, class assemblies, class discussions and circle time.
- As and when issues arise ensuring time is made within the curriculum to meet the needs of the children.
- After School activities including a new mindfulness club.
- Planned learning for PSHE in medium term plans.

Provision Made for Children with Particular Needs

- Designated Learning support.
- Open door policy and regular contact with parents working in partnership with the school.
- Trusting relationships with the senior leaders and other members of staff enabling children to have choice and a variety of people to talk to.
- High levels of teaching assistant support enabling ongoing support in PSHE when needed.

Teaching Methods and Approaches

In the Foundation Stage, teachers will plan from children's own experiences through the seven areas of learning. They will plan for Personal, Social and Emotional Development on a daily basis and through PLOD's (Possible Lines of Development) in conjunction with the Early Learning Goals. In KS1 and 2, teachers will plan through their themes and Contexts for Learning in relation to The National Curriculum Framework for PSHE. Links have been made through contexts for learning to PSHE and can be found in the ideas section of the contexts and in the PSHE areas of learning links to contexts grid. Teachers will plan to use a range of learning styles including class discussions, hot seating, sharing time, stories and role-play to deal with issues that are planned or arise naturally.

- Provision of role-play opportunities throughout the school offers children the opportunity to develop social, communication and problem solving skills, explore ideas and relationships, cooperate with others and work collaboratively in small groups.
- Play is an important vehicle for learning and appropriate resources are provided both within and outside the classroom.
- Citizenship is addressed through the curriculum in all our Contexts for Learning.

Criteria for Resource Allocation

Resources are selected that are:

- Age appropriate,
- Non-discriminatory and
- In accordance with the values of the school.

Some resources chosen will appear discriminatory but these are used to challenge misconceptions, negative images and messages and stereotypes.

Resource materials, books and equipment are available for use by all staff. These are added electronically when teachers develop teaching and learning ideas.

Assessment and Reporting on Learning

In PSHE and Citizenship there are two broad areas for assessment:

1. Children's knowledge and understanding, for example, information on health and nutrition, understanding codes of conduct, understanding health and safety procedures, and the meaning of ideas including democracy e.g. the nature of co-operation and competition.
2. How well children can use their knowledge and understanding in developing skills and attitudes, for example through discussions, group tasks, and learning challenges, managing conflict, making decisions and promoting positive relationships.

Whole School

- PSHE is reported to parents in the end of year record of achievement where personal, social and the child as a learner are a main focus.
- Teachers update their class assessment and data profiles where needs are highlighted in learning but also personal, social and emotional needs are highlighted with actions to support these children.

Teachers use the wise time display in classrooms to record incidental quotes and discussion points surrounding learner traits and PSHE.

- In Foundation stage, teaching staff will make observations on Tapestry of children against the early years Development Matters profile. The Early Learning Goals for Personal, Social and Emotional Development are set out in the Foundation Stage Curriculum.

KS1 & KS2

- Teaching Staff will be able to refer to information from the Foundation Stage Profiles/End of Year Reports and information passed on by previous teacher, to ascertain where the children are at and plan to build on these experiences accordingly. Assessment is a planned part of all effective teaching and learning. Teachers use summative and formative assessment to record information and report these findings through conversations and end of year reports in conjunction with the

End of Key Stage curriculum guidance for PSHE and Citizenship.

Links to Pastoral Systems

The first line of pastoral response is in the classroom with the class team; both teacher and teaching assistants. Our school has an ethos where pastoral care and the whole children are at its centre and staff are encouraged to provide social and emotional support to the children. Teachers use teaching assistant time flexibly so children's social and emotional needs are supported as this is key for effective learning so as needs arise children will be given time and space to work through problems with trusted adults. We are committed to developing the whole child and continue to build up resources and adult time to help children's social and emotional needs.

Pupils' understand that we are caring school who will listen and know they can talk to a wide range of adults because all relationships are based on trust and mutual respect. Children feel secure in coming and talking to the Leadership Team, teachers or teaching assistants when they need to talk. Parents have close relationships with the school and the open door policy ensures parents share relevant information which may be affecting children's personal, social and emotional behaviour. The children also have access to support from Mrs Wood our designated Learning support expert.

Confidentiality

Confidentiality for young people cannot and must not be guaranteed by staff. The boundaries of confidentiality should be made clear to pupils. Please refer to the Child Protection Policy for further details.

Answering Difficult Questions

Teachers must be careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHE/Citizenship. To this end ground rules need to have been agreed to provide a common values framework within which to teach. These are displayed in the classroom itself. There must also be clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis.

Group Agreements and Distancing Techniques

- Pupils will be given preparation so that they will know how to minimise any embarrassment they feel.
- No one (teacher or pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- Meanings of words will be explained in a sensible and factual way.

Dealing with Sensitive Questions.

- Clear parameters about what is appropriate and inappropriate should be discussed whole class.
- Teachers should set the tone so that issues are discussed in a sensitive, sensible and matter-of-fact way.
- Children should be encouraged to write down questions anonymously and post them in a question box; the teacher will have time to prepare answers to these before the next session.

- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- Teachers should listen to children but not lead or further question the child, in line with the school's child protection guidelines.
- If a teacher is concerned that a pupil is at risk of abuse this needs to be noted down and reported to the Headteacher and the usual child protection procedures followed.

Working with Outside Agencies.

Should other agencies be used, such as 'Luggage for Life', discussions take place beforehand to ensure that the visiting agency's values are in line with the schools and that they are aware of the school's policies.

At Jerry Clay Academy all community based agencies that visit to provide curriculum support, are issued with the following code of conduct:

- Be willing to share their experiences, beliefs and insights, but avoid criticising the experiences and insights of others and imposing their views upon children/young people in any way.
- Be familiar with the school's aims, ethos and policies and plan their involvement in the light of the aims and curriculum at the school.
- Seek to use engaging teaching and learning methods which involve the children/young people actively and communicate at appropriate levels for the age group concerned.
- Make clear to children/young people who they are, who they represent and what their aim and objectives are.
- Communicate with children/young people using an open and non-judgemental approach, avoiding any hidden agenda to influence.

Prior to agencies attending the school, relevant staff ensure that:

- Checks have been made with the LEA if there are any concerns
 - Their input is integrated within a planned programme
- Appropriate planning sheets/lesson plans have been produced
- School/class background information has been issued
 - Resources have been checked for suitability
 - Confirmation of dates and times have been confirmed in writing
 - An evaluation process has been agreed.

Appendices relating to Sex Relationship Education (SRE)

Definition of SRE:

SRE Guidance (DfES 2000) provides the following definition:

“It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.”

SRE has three main elements:

- Attitudes and values
 - learning the importance of values and individual conscience and moral considerations;
 - learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
 - learning the value of respect, love and care;
 - exploring, considering and understanding moral dilemmas; and
 - developing critical thinking as part of decision-making.
- Personal and social skills
 - learning to manage emotions and relationships confidently and sensitively;
 - developing self-respect and empathy for others;
 - learning to make choices based on an understanding of difference and with an absence of prejudice;
 - developing an appreciation of the consequences of choices made;
 - managing conflict; and
 - learning how to recognise and avoid exploitation and abuse.
- Knowledge and understanding
 - learning and understanding physical development at appropriate stages;
 - understanding human sexuality, reproduction, sexual health, emotions and relationships;
 - learning about contraception and the range of local and national sexual health advice, contraception and support services;
 - learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;and
 - the avoidance of unplanned pregnancy.

Who is Responsible for Providing SRE?

- Trustees working with the leadership team take responsibility for meeting statutory requirements in SRE. The teaching of SRE will be provided by class teachers within the context of trusted relationships and the teaching for learning in SRE will be monitored and evaluated by the PSHE leader, Nicola Burrows. This will then be fed back to the SRE Trustee.

How is SRE taught?

SRE is an important related aspect and our school Policy on SRE has been developed in line with Guidelines from the PSHE Association and is informed by the DFE requirements.

Appendix Relating to Drugs Education (Alcohol, and Tobacco and volatile substances)

To Whom and Where the Policy Applies

This policy applies to the whole School Community, including staff, pupils, parents and visitors. The school is defined as the entirety of the school's buildings, the school grounds, and all school vehicles.

Staff with Key Responsibilities for Drugs Education

Head teacher, Deputy Head teachers and Leadership Team.

The School's Stance Toward Drugs, Health, and the Needs of Pupils

- Jerry Clay Academy condones neither the misuse of drugs, tobacco and alcohol nor the illegal supply of these substances by members of the school.
- Jerry Clay Academy is committed to the health and safety of its members and will take action to safeguard their wellbeing.
- Jerry Clay Academy actively acknowledges its role in supporting and promoting healthy living and is part of the National Healthy Schools Standard Scheme. Through our ethos and practice we will teach and encourage children to recognise and make good choices.
- Jerry Clay Academy understands the importance of its pastoral role in the welfare of young people and will continue to provide the supportive, open environment to encourage pupils in need of support to come forward.

Aim of Drug, Alcohol, and Tobacco Education

The aim of drug education is to provide pupils with opportunities to develop their knowledge, skills, attitudes, and understanding about drugs and appreciate the benefits of a healthy lifestyle, relating this to their own and others' actions. See 'Drugs – Guidance for schools' DFES 2004

Objectives of Drug, Alcohol, and Tobacco Education

To increase pupils' Knowledge and Understanding and clarify misconceptions about:

- The short-term and long-term effects and risks of drugs.
- The rules and laws relating to drugs.
- The impact of drugs on individuals, families, and communities.
- The prevalence and acceptability of drug use among peers.
- The complex moral, social, emotional, and political issues surrounding drugs. To develop pupils' social and emotional skills so they can make informed choices and keep themselves safe and healthy including:
 - Assessing, avoiding and managing risk.
 - Communicating effectively.
 - Resisting pressures.
 - Finding information help and advice.
 - Devising problem solving and coping strategies.
 - Developing self-awareness and self-esteem.

Year 1		
Mental Health and Emotional Well-being Physical Health	Relationships	Living in the wider world / Citizenship
<ul style="list-style-type: none"> • To recognise a range of feelings and emotions (good and bad). • To learn words to describe feelings • To learn simple strategies for managing feelings. • Learn about people who look after them and family networks. • The process of growing from young to old and how people's needs change. • that household products, including medicines, can be harmful if not used properly • Learn about personal hygiene and germs including bacteria, viruses, how they are spread including the importance of handwashing. 	<ul style="list-style-type: none"> • To communicate their feelings to others. • Recognise and respond to how others show feelings. • Recognise that their behaviour can affect other people. • The difference between secrets and surprises. • Recognise what is fair and unfair, kind and unkind, what is right and wrong. • Healthy positive friendships. • Identify special people, what makes them special and how to care for one another. 	<ul style="list-style-type: none"> • Learn about responsibilities and rules relating to people and other living things. • That they belong to different groups and communities such as family and School. • How they can contribute to the life of the classroom and school. • To help construct, and agree to follow, group, class and school rules and to understand how these rules help them.

**Appendix 1: Curriculum Map-
Expectations**

Year 2		
Mental Health and Emotional Well-being Physical Health	Relationships	Living in the wider world / Citizenship
<ul style="list-style-type: none"> • To recognise and celebrate their own strengths and set simple challenging goals. • Learn rules for being physically and emotionally safe including e-safety. • To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals. • The names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls. • What is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy. • What constitutes and how to maintain a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health. • What positively and negatively affects their physical, mental and emotional health. 	<ul style="list-style-type: none"> • To identify and respect the differences and similarities between people. • About the 'special people' who work in their community and who are responsible for looking after them and protecting them (including dialling 999 for emergency). • Recognise different types of teasing and bullying, to understand that these are wrong and unacceptable. How to resist teasing or bullying and what to do if they experience or witness it. • To share their opinions on things that matter to them and explain their views. 	<ul style="list-style-type: none"> • Learn that people and other living things have rights and that everyone has responsibilities to protect those rights. • What improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy). • About the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices. • Ways in which they are all unique; understand that there has never been and will never be another 'them'. • Ways in which we are the same as all other people; what we have in common with everyone else.

Year 3		
Mental Health and Emotional Well-being Physical Health	Relationships	Living in the wider world / Citizenship
<ul style="list-style-type: none"> • What positively and negatively affects their physical, mental and emotional health. • To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet • To reflect on and celebrate their achievements, identify their strengths and areas for development. • To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these. • That bacteria and viruses can affect health and that following simple routines can reduce their spread. • School rules about health and safety, basic emergency aid procedures, where and how to get help. • About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe 	<ul style="list-style-type: none"> • To recognise and respond appropriately to a wider range of feelings in others. • To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. • To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support. • To recognise different types of relationship, including those between acquaintances, friends, relatives and families. • That their actions affect themselves and others. • To work collaboratively towards shared goals. • To recognise and manage 'dares'. • How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media). 	<ul style="list-style-type: none"> • That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities. • To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices. • What being part of a community means, and about the varied institutions that support communities locally and nationally. • To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing. • About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.

Year 4		
Mental Health and Emotional Well-being Physical Health	Relationships	Living in the wider world / Citizenship
<ul style="list-style-type: none"> • How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'. • To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. • To differentiate between the terms, 'risk', 'danger' and 'hazard'. • How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media. • What is meant by the term 'habit' and why habits can be hard to change. 	<ul style="list-style-type: none"> • That civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment. • That marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves. • To recognise and challenge stereotypes. • About the difference between, and the terms associated with, sex, gender identity and sexual orientation. • That two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership. • That forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others. 	<ul style="list-style-type: none"> • To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people. • To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. • To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk. • To consider the lives of people living in other places, and people with different values and customs.

Year 5		
Mental Health and Emotional Well-being Physical Health	Relationships	Living in the wider world / Citizenship
<ul style="list-style-type: none"> • To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience. • To recognise how their increasing independence brings increased responsibility to keep themselves and others safe. • Responsibility to keep themselves and others safe. • To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong. • Which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others. • Strategies for keeping physically and emotionally safe including road safety (including cycle safety 'Bikeability' programme), and safety in the environment (including rail, water and fire safety). • Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. 	<ul style="list-style-type: none"> • To judge what kind of physical contact is acceptable or unacceptable and how to respond. • The concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'. • To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view. • To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. 	<ul style="list-style-type: none"> • To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. • To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT). • That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world. • What is meant by enterprise and begin to develop enterprise skills.

Year 6		
Mental Health and Emotional Well-being Physical Health	Relationships	Living in the wider world / Citizenship
<ul style="list-style-type: none"> • About change, including transitions (between key stages and schools), loss, separation, divorce and bereavement. • How their body will, and their emotions may, change as they approach and move through puberty. • About human reproduction. • About taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers. • The responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc). • How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request. 	<ul style="list-style-type: none"> • That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010). • To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help). • To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy. 	<ul style="list-style-type: none"> • Why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. • That these universal rights are there to protect everyone and have primacy both over national law and family and community practices. • To know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM) • To explore and critique how the media present information. • To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others.