



Diocese of Salisbury
Academy Trust
'Beyond expectations for all of God's children'

Relationships, Sex and Health Education (RSHE/RSE) Policy

Policy Date: September 2024

Review Date: September 2028

Relationships, Sex and Health Education (RSHE/RSE) Policy

Rationale

As Church of England schools, all teaching of Relationships, Sex and Health Education (RSHE) will be in the context of our Christian values. We will approach this aspect of our responsibility in a spirit of openness, co-operation and compassion. We are a Trust that truly and genuinely cares about children and their families. Every child is valued and loved – it is our aim that all children feel and know this. We also recognise, as detailed below, the vital role of parents as children's first educators and will seek to support them as much as possible.

This policy has been developed in line with our Equality Duty (published separately) and the Public Sector Equality Duty. We will ensure that at all times we will seek to promote equal opportunities and good relations, avoiding discrimination against anyone for reasons of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Appropriate action will be taken in cases of harassment and discrimination. We give special attention and regard to the [Valuing All God's Children](#) guidance which is produced by the Church of England Education Office. This policy also aligns with our approach to pupils' spiritual, moral, social and cultural development (SMSC).

Trust officers, school leaders, staff, parents, academy governors and trustees have worked together to agree this policy for Relationships, Sex and Health Education, in line with requirements of the National Curriculum and Department for Education guidance.

In publishing revised guidance for implementation from September 2020, the Secretary of State said:

“Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

Furthermore, the stated desire of the Secretary of State, which we share, says:

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

Further draft guidance from the DfE was published in the Spring 2024 but this has not become statutory. As further guidance becomes clear, this policy will be revisited as needed. This policy is in line with the current guidance recommended for UK schools from the DfE since 2019 (such as the Sep 2020 further guidance here: [Plan your relationships, sex and health curriculum - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/plan-your-relationships-sex-and-health-curriculum)).

What is Relationships, Sex and Health Education?

RSHE involves learning about moral, physical and emotional development. It aims to teach children about the importance of stable, loving, family relationships, respect and care, and about changes and choices they will face in the future.

Aims and Objectives

We believe that Relationships, Sex and Health Education (RSHE) should be delivered as an integral part of the curriculum across the school and not in isolation, taken out of context or over-emphasised. Our programme is delivered with continuity throughout the school and is for all our children, including those with physical, emotional or learning difficulties.

Our programme recognises that there are many different kinds of families and relationships, and helps children to gain information and know where they can access support, not promoting any particular approach to relationships over another. We recognise the particular needs of pupils who are adopted or fostered. We also acknowledge and support those who may be considered young carers, appreciating that roles and responsibilities within families vary from one family to the next.

RSHE should be treated as a positive experience for young people to understand their identity, in terms of gaining a stronger understanding of themselves, a sense of belonging, their citizenship etc., recognising the importance of consent at all times to protect themselves and others. We believe that children should be made aware of the changes that are taking place in their bodies as they grow.

RSHE should teach children:

- To develop their own moral values and individual conscience
- The importance of stable and loving relationships within a family
- The value of care and respect for themselves and others
- To make informed decisions without prejudice, based on an understanding of difference
- To manage their own emotions and to deal with conflict, recognising that conflict does happen but can be managed and resolved using appropriate strategies
- To be prepared for puberty and adulthood
- To help gain access to information and support
- To develop skills for a healthier, safer lifestyle
- To develop and use communication and assertiveness skills, to cope with the influences of their peers and the media, as well as being able to discern between what is right and wrong

These values and skills are explored throughout the whole school programme of Personal, Social and Health Education which focuses strongly on emotional literacy. We also seek to provide relevant and appropriate guidance, particularly when safeguarding updates are provided, to help children keep themselves safe and informed, in order to protect themselves from harm and from engaging in inappropriate behaviour, including when online and on electronic devices.

As a Trust we agree to the Church of England Education Office's Charter for faith sensitive and inclusive Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) as shown below.

In DSAT schools we seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), which will enable all pupils to flourish.

We commit:

1. **To work in partnership with parents and carers.** This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.
2. **That RSHE will be delivered professionally and as an identifiable part of Personal Social and Health Education (PSHE).** It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the school's published policy for RSHE.

3. **That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.** It will not discriminate against any of the protected characteristics in the Equality Act and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.
4. **That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms.** It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.
5. **That RSHE will promote healthy resilient relationships set in the context of character and virtue development.** It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.
6. **That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights.** It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.
7. **To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities.** It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality relationships, sex and health education.
8. **To seek pupils' views about RSHE so that the teaching can be made relevant to their lives.** It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.

Content of RSHE

The majority of relationships, sex and health education is delivered through PSHE lessons, through collective worship and wider aspects of the national curriculum. This applies across the whole school, including the Foundation Stage.

We follow the national curriculum for science which incorporates the following – there is no right of withdrawal from the Science curriculum.

Early Years Foundation Stage - Understanding the World (Nursery and Reception):

- Children talk about past and present events in their own lives and in the lives of family members
- They know that other children do not always enjoy the same things, and are sensitive to this

- They know about similarities and differences between themselves and others, and among families, communities and traditions

Key Stage 1 Science - children will learn about the human body and that animals and humans grow, change and reproduce. The Key Stage 1 Science National Curriculum indicates that pupils should be taught to:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- explore and compare the differences between things that are living, dead, and things that have never been alive
- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2 Science – children will learn more about the body, what humans need for growth and development and extend their understanding of reproduction. The Key Stage 2 Science National Curriculum indicates that pupils should be taught to:

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- identify that humans and some other animals have skeletons and muscles for support, protection and movement
- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions
- construct and interpret a variety of food chains, identifying producers, predators and prey
- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age
- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Relationships Education

In line with Department for Education guidelines, by the end of primary school our children will have knowledge and understanding of the following.

Families and people who care for me

Pupils should know

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.

- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage or civil partnership represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

Pupils should know

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

Pupils should know

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how they are generally unfair, unhelpful or even destructive.
- the importance of consent, permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

Pupils should know

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.

- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Being safe

Pupils should know

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

Health Education (Primary) — Statutory Content

In addition to Relationships Education, Health Education is statutory for all primary pupils. By the end of primary, pupils will be taught:

- The benefits of physical activity, time outdoors, and helping others for health and happiness.
- The importance of rest, sleep (including recommended amounts), and practical steps for improving sleep.
- The range and scale of emotions, how to recognise and talk about feelings, and when to seek support.
- The impact of bullying (including cyberbullying) on mental wellbeing and how to seek help.
- That change and loss, including bereavement, can provoke a range of feelings.
- Where and how to seek support for mental wellbeing.
- That the internet is an integral part of life, with both positive and negative aspects; the benefits of limiting time online; the risks of excessive screen time; and how to report concerns.
- The characteristics and benefits of an active lifestyle, and the risks of inactivity (including obesity).
- What constitutes a healthy diet, the importance of a healthy relationship with food, and the risks of unhealthy eating (including obesity and tooth decay).
- The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking.
- How to recognise early signs of physical illness, about safe and unsafe exposure to the sun, and the importance of dental health and good oral hygiene.
- About personal hygiene and germs, including bacteria and viruses, and the importance of handwashing.
- The facts and scientific evidence relating to vaccination and immunisation.
- About hazards (including fire risks), road/rail/water safety, and how to reduce risks.
- How to make a clear and efficient call to emergency services and basic first aid (including dealing with common injuries and head injuries).
- About growth and other ways the body can change and develop, particularly during adolescence, including the correct names of body parts (penis, vulva, vagina, testicles,

scrotum, nipples), and the facts about the menstrual cycle (including that periods can start as early as eight).

Sex Education

We deliver a sex education programme that is in keeping with our values and objectives identified above, as well as completely satisfying government requirements. Our programmes are designed to help children stay safe and to live in accordance with their own values. We aim to give parents confidence in the programme that children receive and in supporting them at home.

Sex education in primary schools is not statutory, but is recommended by the DfE as part of the RSHE curriculum. We have decided to include this in a way that we feel is age and stage appropriate. As it is non-statutory, parents/carers have a right to withdraw their children from these following a discussion with the school about the content and approach.

Our RSHE programme, including teaching about puberty and sex education, is tailored appropriately according to the age and the physical and emotional maturity of the pupils. It is always delivered in a way that is sensitive and supportive, catering for a range of different backgrounds, knowledge and needs. It ensures that pupils are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born. We see this as important preparation for their transition to secondary school and for life beyond school.

In upper Key Stage 2 (Years 5 and 6), children will be introduced to the following, which are not formally considered as sex education and therefore there is no parental right to withdraw:

- Changes in the body at puberty;
- When changes are likely to occur, issues that may cause them anxiety and how to deal with them;

NB The above are not formally considered as sex education and, as such, there is no parental right to withdraw.

Elements of specific sex education will also be introduced:

- How a baby is born and conceived;
- Addressing aspects of identity, sexuality and relationships including LGBT, is always at an age-appropriate level and in the wider context of effective teaching of RSHE. At the primary age range, our teaching simply recognises that not all families are the same, and that sometimes babies are conceived in other ways such as IVF, as well as the importance and equal validity of adoption.

Organisation of RSHE

The formulation of this policy is seen as a Trust-wide responsibility, in close consultation with our academies, their staff and parents. There will always be local consultation and tailoring of the policy where required and following discussion with the Trust. Each academy has a designated person to lead the co-ordination of RSHE as an integral part of the curriculum offer. It is delivered by class teachers, school leaders and other support staff, in line with expertise. RSHE will be delivered by all teachers as part of the PSHE programme, with appropriate teachers delivering the sex education element of the programme. The school may also invite other professionals to be part of the delivery of some topics, although generally delivery of this is best in the hands of those the children know well.

The resources used for the delivery of RSHE will be shared with the Academy Standards and Ethos Committee (ASEC), for their approval, within the context of this policy – they should be aware of all RSE content.

A full outline of the academy's teaching programme is provided as an appendix to this document.

The Role of Parents

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. We therefore wish to build a positive and supporting relationship with the parents, through mutual understanding, trust and cooperation. To promote this objective, we:

- Inform parents about the school's RSHE policy and teaching programme;
- Answer any questions that parents may have about the RSHE education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy, about the arrangements for sex education in the school and any specific issues that may affect a child in this regard;
- Use the thoughts of parents to help review this policy over time;
- Inform parents about the best practice known with regard to RSHE, so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

Parents of Key Stage 2 children will be invited to hear about the curriculum delivery in more detail and to view any resources so that they can be better informed and support their children appropriately at home. However, parents are welcome to arrange an appointment with the school to see any of the teaching materials being used in their child's class as part of RSHE, and to find out how these are being used to support high quality teaching and learning. Individual schools can add specific details of processes, online or printed information, or parent access to materials that they may be using.

Right to be Excused from Sex Education

There is no right to withdraw from Relationships Education or Health Education, nor from the Science Curriculum.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request, the Headteacher will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. We will document this process to ensure a record is kept. Schools should list where in which year groups the very small number of lessons that are classed as sex education take place by year group and term. e.g. "Year 5, Having a Baby".

The Headteacher will discuss with parents the benefits of receiving this important education and any detrimental effects that non-participation might have on the child. This could include any social and emotional effects of not being included in the lesson, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead).

If a pupil is excused from sex education, it is our responsibility to ensure that the pupil receives appropriate, purposeful education during this time.

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around RSHE are varied. However, whilst personal views are respected, all RSHE issues are discussed and explored without personal opinion or bias. Topics are

presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also to respect that others have the right to a different opinion.

Both formal and informal RSHE, arising from pupils' questions, are dealt with according to the age and maturity of the pupils concerned. Questions do not have to be answered directly and can be addressed individually later. Pupils may be referred back to their parents at times, where questions go beyond the focus of the lesson, and where this is deemed the right thing to do. The school believes that individual teachers must use their skill and discretion in this area and refer to senior colleagues if they are concerned, including the Designated Safeguarding Lead where this might be appropriate.

We believe that RSHE should meet the needs of all pupils, answer appropriate questions and offer support. All pupils should be responded to equally and respect, with due regard to protected characteristics and family backgrounds.

Responses will need to be dealt with sensitively with respect to sexual orientation and appropriate support may be identified and offered. Homophobic bullying is dealt with strongly, yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context. Above all, we encourage open dialogue and conversation with parents, carers and pupils, seeking to address individual needs as they arise.

During the teaching of puberty and sex education, the class teachers give children the opportunity to ask 'difficult questions' anonymously using a question box. Children can put the question in the box and, if considered appropriate, the teacher can answer it for the whole class. Where questions fall outside of the taught curriculum, they will identify appropriate ways to respond and consult with senior colleagues and external professionals where required.

Supporting resources

The curriculum plan in Appendix 1 will be supported by recognised and effective video, multimedia and printed resources. These materials will be widely recognised, balanced in their approach and not promote any particular lifestyle choice over another. They will be designed to educate and inform. They will be in line with the vision and values of the Trust. Resources will recognise a range of different experiences, views, lifestyles and cultural backgrounds that people bring to this subject. Where particular issues and concerns arise, we are committed to working with parents to support and resolve these wherever possible.

Links with other policies

This policy will be considered in light of other curriculum policies in each academy, as well as our wider policies in relation to Behaviour, Preventing and Tackling Bullying, Child Protection, Equalities.

Staff training

Staff training is identified through the school professional development framework. Training is offered or requested as required. Teachers and support staff are encouraged to seek the support of senior colleagues where they feel additional training is required. Schools can also access wider expertise within the Trust and contact the Trust's Academy Improvement Team and CEO as required. Support from external professionals, RSHE experts and healthcare staff may be accessed if necessary.

Monitoring and Evaluation

Sex and Relationships Education is evaluated and monitored by class teachers in liaison with the PSHE leader. Children are asked to provide feedback in order to take into account their views.

Appendix 1

Detailed Curriculum Plan for the teaching of Relationships and Sex Education at St Nicholas and St Laurence Primary School.

At St Nicholas and St Laurence, we follow the SCARF PSHE programme of study which incorporates the different aspects of the RSE curriculum. Below is an outline of the lesson objectives covered in each year group, from year 1 to year 6.

PSHE and RSE Curriculum Map



Year 1 PSHE and RSE Planning

*Text in green are science objectives *Text in blue – optional lessons

Autumn 1	Autumn 2	Spring 1
<p>SCARF: Me and My Relationships Children should have opportunities to:</p> <ul style="list-style-type: none">● Understand that classroom rules help everyone to learn and be safe;● Explain their classroom rules and be able to contribute to making these.● 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 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.).● Identify a range of feelings;● Identify how feelings might make us behave;● Suggest strategies for someone experiencing 'not so good' feelings to manage these.	<p>SCARF: Valuing Difference Children should have opportunities to:</p> <ul style="list-style-type: none">● 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;● Understand that bullying is usually quite rare.● Explain some of their school rules and how those rules help to keep everybody safe.● Recognise and explain what is fair and unfair, kind and unkind;● Suggest ways they can show kindness to others.● 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 that they belong to various groups and communities such as their family;	<p>SCARF: Keeping Safe Children should have opportunities to:</p> <ul style="list-style-type: none">● Recognise the importance of sleep in maintaining a healthy, balanced lifestyle;● Identify simple bedtime routines that promote healthy sleep.● Recognise emotions and physical feelings associated with feeling unsafe;● Identify people who can help them when they feel unsafe.● 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.● Start thinking about how to stay safe online, including safety around sharing images;● Identify people they can trust to help if they see

<ul style="list-style-type: none"> ● Recognise that people's bodies and feelings can be hurt; ● Suggest ways of dealing with different kinds of hurt. ● Identify simple qualities of friendship; ● Suggest simple strategies for making up. ● Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Animals Inc. Humans) 	<ul style="list-style-type: none"> ● Explain how these people help us and we can also help them to help us. 	<p>something online that makes them feel scared or uncomfortable.</p> <ul style="list-style-type: none"> ● Understand that medicines can sometimes make people feel better when they're ill; ● Explain simple issues of safety about medicines and their use. ● Recognise the range of feelings that are associated with loss.
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Spring 2	Summer 1	Summer 2
<p>SCARF: Rights and Respect Children should have opportunities to:</p> <ul style="list-style-type: none"> ● Recognise how a person's behaviour (including their own) can affect other people. ● 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). 	<p>SCARF: Being My Best Children should have opportunities to:</p> <ul style="list-style-type: none"> ● 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. ● Recognise the importance of regular hygiene routines; ● Sequence personal hygiene routines into a logical order. ● 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 	<p>SCARF: Growing and Changing Children should have opportunities to:</p> <ul style="list-style-type: none"> ● Understand that the body gets energy from food, water and air (oxygen); ● Recognise that exercise and sleep are important parts of a healthy lifestyle. ● 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. ● 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

First aid-See link to external resources for further information.	<p>tool to describe the learning process, including overcoming challenges.</p> <ul style="list-style-type: none"> ● Demonstrate attentive listening skills; ● Suggest simple strategies for resolving conflict situations; ● Give and receive positive feedback, and experience how this makes them feel. ● Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); ● Understand and explain the simple bodily processes associated with them. 	<p>uncomfortable about any secret they are told, or told to keep.</p> <ul style="list-style-type: none"> ● 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.
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E-Safety

- Children can log in to Purple Mash using their own login.
- Children have created their own avatar and understand why they are used.
- Children can add their name to a picture they created on the computer.
- Children are beginning to develop an understanding of ownership of work online.
- Children can save work into the My Work folder in Purple Mash and understand that this is a private saving space just for their work.
- Children can search Purple Mash to find resources. Children will be able to use the different types of topic templates in the Topics section confidently.
- Children can log out of Purple Mash when they have finished using it and know why that is important.

Year 2 PSHE and RSE Planning

Autumn 1	Autumn 2	Spring 1
<p>SCARF: Me and My Relationships Children should have opportunities to:</p> <ul style="list-style-type: none"> ● Suggest actions that will contribute positively to the life of the classroom; ● Make and undertake pledges based on those actions. ● The conventions of courtesy and manners. ● 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. ● 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. ● Recognise that friendship is a special kind of relationship; ● Identify some of the ways that good friends care for each other. ● Explain the difference between bullying and isolated unkind behaviour; ● Recognise that that there are different types of bullying and unkind behaviour; ● Understand that bullying and unkind behaviour are both unacceptable ways of behaving. ● Understand and describe strategies for dealing with bullying; ● Rehearse and demonstrate some of these strategies. ● Define what is meant by the terms 'bullying' and 'teasing' showing an 	<p>SCARF: Valuing Difference Children should have opportunities to:</p> <ul style="list-style-type: none"> ● 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. ● Observe and describe how seeds and bulbs grow into mature plants. (Plants) 	<p>SCARF: Keeping Safe Children should have opportunities to:</p> <ul style="list-style-type: none"> ● 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 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;

<p>understanding of the difference between the two;</p> <ul style="list-style-type: none"> Identify situations as to whether they are incidents of teasing or bullying. 	<p>*Text in green are science objectives</p>	<ul style="list-style-type: none"> 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. Explore and compare the differences between things that are living, dead, and things that have never been alive. (Living Things and their Habitats) <p>*Text in green are science objectives</p>
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Spring 2	Summer 1	Summer 2
<p>SCARF: Rights and Respect Children should have opportunities to:</p> <ul style="list-style-type: none"> 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 keep them safe; Know how to ask for help. Know the importance of keeping personal information private, when online and only talking to people they know in real life; Know that they can tell an adult they trust if anything happens that makes them worried. Understand that people have choices about what they do with their money; Know that money can be saved for a use at a future time; 	<p>SCARF: Being My Best Children should have opportunities to:</p> <ul style="list-style-type: none"> Explain the stages of the learning line showing an understanding of the learning process; Suggest phrases and words of encouragement to give someone who is learning something new; 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 	<p>SCARF: Growing and Changing Children should have opportunities to:</p> <ul style="list-style-type: none"> 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 our body are private; Explain that our genitals help us make babies when we are older; Understand that we mostly have the same body parts but how they look is different from person to person.

<ul style="list-style-type: none"> ● 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. ● 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. 	<p>difference to their own health.</p> <ul style="list-style-type: none"> ● 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. ● 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. ● Understand that the body gets energy from food, water and oxygen; ● Recognise that exercise and sleep are important to health. <p>● First Aid: See link to external resources for further information.</p> <p>● Notice that animals, including humans, have offspring which grow into adults. (Animals Inc. Humans)</p> <p>*Text in green are science objectives</p>	<ul style="list-style-type: none"> ● 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. ● 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.
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E-Safety

- Children understand what makes a good password for use on the Internet. Children are beginning to realise the outcomes of not keeping passwords safe.
- Children can contribute to a concept map of all the different ways they know that the Internet can help us to communicate.
- Children have contributed to a class blog with clear and appropriate messages.
- Children understand that some information held on websites may not be accurate or true.
- Children are beginning to understand how to search the Internet and how to think critically about the results that are returned.
- Children have accessed and assessed a 'spoof' website.
- Children can identify some physical and emotional effects of playing/watching inappropriate content/games.
- Children relate cyberbullying to bullying in the real-world and have strategies for dealing with online bullying including screenshot and reporting.

Year 3 PSHE and RSE Planning

Autumn 1	Autumn 2	Spring 1
<p>SCARF: Me and my relationships Children should have opportunities</p> <ul style="list-style-type: none"> • 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; • Consider the possible consequences of breaking the rules. • 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. • 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 qualities of friendship; • Suggest reasons why friends sometimes fall out; • Rehearse and use, now or in the future, skills for making up again. • Express opinions and listen to those of others; • Consider others' points of view; • Practice explaining the thinking behind their ideas and opinions. • Explain what a dare is; • Understand that no-one has the right to force them 	<p>SCARF: Valuing Difference Children should have opportunities to:</p> <ul style="list-style-type: none"> • Reflect on listening skills; • Give examples of respectful language; • Give examples of how to challenge another's viewpoint, respectfully. • 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. • 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). 	<p>SCARF: Keeping Me Safe Children should have opportunities to:</p> <ul style="list-style-type: none"> • 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 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. • Understand that medicines are drugs and suggest ways that they can be helpful or harmful. • 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. • Demonstrate strategies for assessing risks; • Understand and explain decision-making skills; • Understand where to get help from when making decisions.

<p>to do a dare;</p> <ul style="list-style-type: none"> ● Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare. ● 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. ● Identify that humans and some other animals have skeletons and muscles for support, protection and movement. (Animals Inc. Humans) <p>*Text in green are science objectives</p>	<ul style="list-style-type: none"> ● Understand and explain some of the reasons why different people are bullied; ● Explore why people have prejudiced views and understand what this is. ● Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. ● Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. (Plants) <p>*Text in green are science objectives</p>	
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Spring 2	Summer 1	Summer 2
<p>SCARF: Rights and Respect Children should have opportunities to:</p> <ul style="list-style-type: none"> ● 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 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. 	<p>SCARF: Being My Best Children should have opportunities to:</p> <ul style="list-style-type: none"> ● 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 what 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. ● Name major internal body parts (heart, blood, lungs, stomach, small/large intestines, liver, brain); ● Describe how food, water and air get into the body 	<p>SCARF: Growing and Changing Children should have opportunities to:</p> <ul style="list-style-type: none"> ● Identify different types of relationships; ● Recognise who they have positive healthy relationships with. ● 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. ● 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

<ul style="list-style-type: none"> • 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 them; • 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, level of responsibility 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, level of responsibility etc.). • 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. 	<p>and blood.</p> <ul style="list-style-type: none"> • 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. • 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. • 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. 	<p>when it is not appropriate or safe to share this;</p> <ul style="list-style-type: none"> • Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs. • 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. <p>First Aid: See link to external resources for further information</p>
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E-Safety

- Children understand what makes a good password for use on the Internet. Children are beginning to realise the outcomes of not keeping passwords safe.
- Children can contribute to a concept map of all the different ways they know that the Internet can help us to communicate.
- Children have contributed to a class blog with clear and appropriate messages.
- Children understand that some information held on websites may not be accurate or true.
- Children are beginning to understand how to search the Internet and how to think critically about the results that are returned.
- Children have accessed and assessed a 'spoof' website.
- Children have created their own 'spoof' webpage mock-up.
- Children have shared their 'spoof' web page on a class display board.
- Children can identify some physical and emotional effects of playing/watching inappropriate content/games.
- Children relate cyberbullying to bullying in the real-world and have strategies for dealing with online bullying including screenshot and reporting.

Year 4 PSHE and RSE Planning

Autumn 1	Autumn 2	Spring 1
<p>SCARF: Me and my relationships Children should have opportunities to:</p> <ul style="list-style-type: none"> ● Demonstrate strategies for working on a collaborative task; ● Define successful qualities of teamwork and collaboration. ● Explain what we mean by a 'positive, healthy relationship'; ● Describe some of the qualities that they admire in others. ● 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. ● Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; ● Explain how different words can express the intensity of feelings. ● 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 	<p>SCARF: Valuing Difference Children should have opportunities to:</p> <ul style="list-style-type: none"> ● Define the terms 'negotiation' and 'compromise'; ● Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise. ● 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. ● 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. ● 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; 	<p>SCARF: Keeping Safe Children should have opportunities to:</p> <ul style="list-style-type: none"> ● 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. ● Define what is meant by the word 'dare'; ● Identify from given scenarios which are dares and which are not; ● Suggest strategies for managing dares. ● 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. ● 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. ● 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

risky way might come from.	<ul style="list-style-type: none"> ● Suggest people they can talk to if they feel uncomfortable with other people's actions towards them. ● Construct and interpret a variety of food chains, identifying producers, predators and prey. (Animals Inc. Humans) <p>*Text in green are science objectives</p>	<p>people drink alcohol (Social Norms theory).</p> <ul style="list-style-type: none"> ● Identify strategies for keeping personal information safe online; ● Describe safe behaviours when using communication technology.
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Spring 2	Summer 1	Summer 2
<p>SCARF: Rights and Respect Children should have opportunities to:</p> <ul style="list-style-type: none"> ● 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 need to respect the rights of other; ● Identify some rights and also need to respect the rights of others that come with these rights. ● 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 	<p>SCARF: Being My Best Children should have opportunities to:</p> <ul style="list-style-type: none"> ● 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 balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate). ● Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs); ● Suggest ways the Seven Rs recycling methods can be applied to different scenarios. 	<p>SCARF: Growing and Changing Children should have opportunities to:</p> <ul style="list-style-type: none"> ● 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; ● Suggest people who may be able to help them deal with change. ● Name some positive and negative feelings; ● Suggest reasons why young people sometimes fall out with their parents; ● Take part in a role play practising how to compromise. ● 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. ● 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 periods are a normal part of puberty for girls; ● Identify some of the ways they can cope better

<p>factual information and express or present these in a respectful and courteous manner.</p> <ul style="list-style-type: none"> • 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. • 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. • 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. 	<ul style="list-style-type: none"> • 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. <p>First Aid: See link to external resources for further information</p> <ul style="list-style-type: none"> • Recognise that living things can be grouped in a variety of ways. (Living Things and their Habitats) <p>*Text in green are science objectives</p>	<p>with periods.</p> <ul style="list-style-type: none"> • 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 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.
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E-Safety

- Children know that security symbols such as a padlock protect their identity online.
- Children know the meaning of the term 'phishing' and are aware of the existence of scam websites.
- Children can explain what a digital footprint is and how it relates to identity theft.
- Children can give examples of things that they wouldn't want to be in their digital footprint.
- Children can identify possible risks of installing free and paid for software.
- Children know that malware is software that is specifically designed to disrupt, damage, or gain access to a computer.
- Children know what a computer virus is.
- Children are able to take more informed ownership of the way that they choose to use their free time. They recognise a need to find a balance between being active and digital activities.
- Children can give reasons for limiting screen time.

Year 5 PSHE and RSE Planning

Autumn 1	Autumn 2	Spring 1
<p>SCARF: Me and my relationships Children should have opportunities to:</p> <ul style="list-style-type: none"> ● Explain what collaboration means; ● Give examples of how they have worked collaboratively; ● Describe the attributes needed to work collaboratively. ● Explain what is meant by the terms negotiation and compromise; ● Describe strategies for resolving difficult issues or situations. ● 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. ● 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; ● Identify who they could talk to if they needed help. ● 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. ● Identify characteristics of passive, aggressive and assertive behaviours; ● Understand and rehearse assertiveness skills. 	<p>SCARF: Valuing Difference Children should have opportunities to:</p> <ul style="list-style-type: none"> ● 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. ● Recognise some of the feelings associated with feeling excluded or 'left out'; ● Give examples of ways in which people behave when they discriminate against others who are different from them; ● Understand the importance of respecting others, even when they are different from themselves. ● 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 sex, gender identity, gender expression and sexual orientation. ● Recognise that some people can get bullied because of the way they express their gender; 	<p>SCARF: Keeping Me Safe Children should have opportunities to:</p> <ul style="list-style-type: none"> ● 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. ● Reflect on what information they share offline and online; ● Recognise that people aren't always who they say they are online; ● Know how to protect personal information online. ● 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. ● 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 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. ● 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

	<ul style="list-style-type: none"> ● Give examples of how bullying behaviours can be stopped. ● 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. 	<p>smoking/alcohol and the reasons for common misperceptions of these.</p> <ul style="list-style-type: none"> ● Explain what a habit is, giving examples; ● Describe why and how a habit can be hard to change. ● 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. <p>Understand the actual norms around smoking and the reasons for common misperceptions of these.</p>
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Spring 2	Summer 1	Summer 2
<p>SCARF: Rights and Respect Children should have opportunities to:</p> <ul style="list-style-type: none"> ● 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. ● Explain what we mean by the terms voluntary, community and pressure (action) group; ● Give examples of voluntary groups, the kind of work 	<p>SCARF: Being My Best Children should have opportunities to:</p> <ul style="list-style-type: none"> ● 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; 	<p>SCARF: Growing and Changing Children should have opportunities to:</p> <ul style="list-style-type: none"> ● 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; ● Describe strategies for dealing with situations in which they would feel uncomfortable. ● 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. ● Identify some products that they may need during

<p>they do and its value.</p> <ul style="list-style-type: none"> ● Define the differences between respect, rights and duties; ● Discuss what can make them difficult to follow; ● Identify the impact on individuals and the wider community if duties are not carried out. ● 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. 	<ul style="list-style-type: none"> ● 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. <p>First Aid: See link to external resources for further information</p> <ul style="list-style-type: none"> ● 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. ● Describe the changes as humans develop to old age <p>*Text in green are science objectives</p>	<p>puberty and why;</p> <ul style="list-style-type: none"> ● Know what menstruation is and why it happens. ● Know the correct words for the external sexual organs; ● Discuss some of the myths associated with puberty. ● 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. ● 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. ● Describe the life process of reproduction in some plants and animals. ● Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. <p>*Text in green are science objectives</p>
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E-Safety
<ul style="list-style-type: none"> ● I think critically about the information that I share online both about myself and others. ● I know who to tell if I am upset by something that happens online. ● I can use the SMART rules as a source of guidance when online. ● Children think critically about what they share online, even when asked by a usually reliable person to share something. ● Children have clear ideas about good passwords. ● Children can see how they can use images and digital technology to create effects not possible without technology. ● Children have experienced how image manipulation could be used to upset them or others even using simple, freely available tools and little specialist knowledge. ● Children show an understanding of the advantages and disadvantages of different forms of communication and when it is appropriate to use each.

Year 6 PSHE and RSE Planning

Autumn 1	Autumn 2	Spring 1
<p>SCARF: Me and my relationships Children should have opportunities to:</p> <ul style="list-style-type: none"> • Demonstrate a collaborative approach to a task; • Describe and implement the skills needed to do this. • 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. • 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. • Describe the consequences of reacting to others in a positive or negative way; • Suggest ways that people can respond more positively to others. • 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. • List some assertive behaviours; • Recognise peer influence and pressure; • Demonstrate using some assertive behaviours, through role-play, to resist 	<p>SCARF: Valuing Difference Children should have opportunities to:</p> <ul style="list-style-type: none"> • Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; • Suggest strategies for dealing with bullying, as a bystander; • Describe positive attributes of their peers. • 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. • 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/carers, relative). • Define what is meant by the term stereotype; • Recognise how the media can sometimes reinforce gender stereotypes; 	<p>SCARF: Keeping Me Safe Children should have opportunities to:</p> <ul style="list-style-type: none"> • 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 and respectful 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

<p>peer influence and pressure.</p> <ul style="list-style-type: none"> ● 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. ● Recognise that some types of physical contact can produce strong negative feelings; ● Know that some inappropriate touch is also illegal. 	<ul style="list-style-type: none"> ● Recognise that people fall into a wide range of what is seen as normal; ● Challenge stereotypical gender portrayals of people. 	<p>country.</p> <ul style="list-style-type: none"> ● 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 need met. ● Understand that with independence comes responsibility ● Explain how these emotional needs impact on people's behaviour; ● Suggest positive ways that people can get their emotional needs met. <ul style="list-style-type: none"> ● Give reasons for classifying plants and animals based on specific characteristics. (Living Things and their Habitats) <p>*Text in green are science objectives</p>
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Spring 2	Summer 1	Summer 2
<p>SCARF: Rights and Respect Children should have opportunities to:</p> <ul style="list-style-type: none"> • 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 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 is meant by living in an environmentally sustainable way; • Suggest actions that could be taken to live in a more environmentally sustainable way. • Explain what we mean by the terms voluntary, 	<p>SCARF: Being My Best Children should have opportunities to:</p> <ul style="list-style-type: none"> • Identify aspirational goals; • Describe the actions needed to set and achieve these. • Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues. • Identify risk factors in a given situation (involving alcohol); • Understand and explain the outcomes of risk-taking in a given situation, including emotional risks; • Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these. • Identify risk factors in a given situation; • Understand and explain the outcomes of risk-taking in a given situation, including emotional risks; • Recognise that some situations can be made less risky e.g. only sharing information with someone you trust. <p>First Aid: See link to external resources for further information</p> <ul style="list-style-type: none"> • 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. • Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. 	<p>SCARF: Growing and Changing Children should have opportunities to:</p> <ul style="list-style-type: none"> • 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. • 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. • 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; • Understand what FGM is and that it is an illegal

<p>community and pressure (action) group;</p> <ul style="list-style-type: none"> Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group. That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; Continue to develop the skills to exercise these responsibilities. 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; Begin to understand the way in which democracy in Britain works. 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. 	<ul style="list-style-type: none"> Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. (Animals Inc. Humans) <p>*Text in green are science objectives</p>	<p>practice in this country;</p> <ul style="list-style-type: none"> Know where someone could get support if they were concerned about their own or another person's safety. Identify the changes that happen through puberty to allow sexual reproduction to occur; Know a variety of ways in which the sperm can fertilise the egg to create a baby; Know the legal age of consent and what it means. Explain how HIV affects the body's immune system; Understand that HIV is difficult to transmit; Know how a person can protect themselves from HIV. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. (Evolution and Inheritance) <p>*Text in green are science objectives</p>
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E-Safety

- Children have used the example game and further research to refresh their memories about risks online including sharing location, secure websites, spoof websites, phishing and other email scams.
- Children have used the example game and further research to refresh their memories about the steps they can take to protect themselves including protecting their digital footprint, where to go for help, smart rules and security software.
- Children understand how what they share impacts upon themselves and upon others in the long-term.
- Children know about the consequences of promoting inappropriate content online and how to put a stop to such behaviour when they experience it or witness it as a bystander.
- Children can take more informed ownership of the way that they choose to use their free time. They recognise a need to find a balance between being active and digital activities.
- Children can give reasons for limiting screen time.
- Children can talk about the positives and negative aspects of technology and balance these opposing views.