



Chapel End Primary School
Relationships policy
(including Personal, Social, Health,
Economic & Sex Education)

'Mission Statement.'

**We aim to provide our children
with the highest possible standard
of education, through quality
teaching and learning, in a happy
caring environment.**

**We will do the best WE can to enable our children to do the
best THEY can.**

This policy was approved by:	Full Governors
Date	Spring 2021
Review Date	Spring 2023

Intent

Our PSHE strategy, including statutory Relationships and Health Education, and non-statutory sex education, as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied. It promotes positive behaviour, good mental health and wellbeing, resilience and achievement. It helps children to: stay safe online, develop healthy and safe relationships, respect and tolerate others, make sense of media messages, challenge extreme views and develop the skills and attributes to negotiate and assert themselves now and in the future as responsible global citizens. As a result of this, they will become healthy, independent and responsible members of a society who understand how they are developing personally and socially, and give them confidence to tackle many of the moral, social and cultural issues that are part of growing up.

We will do the best WE can to enable our children to do the best THEY can.

Aims and objectives:

- Provide the opportunity to develop pupils' self-esteem, confidence and self-awareness to enable them to make informed choices and decisions;
- Encourage and support the development of social skills and social awareness;
- Enable pupils to make sense of their own personal and social experiences;
- Enable pupils to develop responsible attitudes and safe behaviours when using online technologies;
- Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
- Enable effective interpersonal relationships and develop a caring attitude towards others;
- Encourage a caring attitude towards and responsibility for the environment;

- Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
- Enable pupils to understand how society works and the laws, rights and responsibilities involved.

Implementation

The Curriculum

- It is now a statutory requirement for primary schools to deliver Relationships and Health Education. The Department of Education (DfE) also strongly encourages primary schools to deliver Sex Education that ensures both boys and girls are prepared for the changes 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 use materials provided to us by a scheme called ‘Coram Scarf’ to support the delivery of RSE & PSHE. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association’s Programme of Study’s recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.
- Knowledge, skills and vocabulary are mapped out across the year groups from Nursery to Year 6 to ensure that there is effective progression, challenge and differentiation.
- The design of the curriculum allows for effective links with other subjects such as Science, English, Maths, Computing, RE, PE.
- The British values of respect and tolerance and the development of Social, Moral, Spiritual and Cultural awareness are threaded throughout the curriculum.
- Lesson plan content will be adapted and extra support provided where necessary to ensure pupils identified on the school’s SEN Code of Practice are enabled to develop key skills, attributes and knowledge developed through the RSE & PSHE education programme. Work in RSE & PSHE takes into account the targets set for individual children in their Individual Education Plans (IEPs).
- Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different

families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

- Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils; whatever their gender identity. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma. This will also ensure any child that identifies as transgender will have access to RSE that is relevant to the puberty they are likely to experience.
- Research shows that, on average, about 4% of pupils will go on to define themselves as gay, lesbian, bi-sexual or pansexual (GLBP). It is possible that some pupils will also have GLBP parents/carers, brothers or sisters, other family members and/or friends. Our RSE & PSHE education acknowledges this through scenarios, in a sensitive, honest and balanced consideration of sexuality. This helps create a safe environment for all pupils and staff. The public sector equality duty, created under the Equality Act, requires schools and other public authorities to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum. Schools have a legal responsibility for eliminating discrimination; to do this, schools are required to raise pupils' awareness of diversity and promote respectful relationships with those who are different from them.
- Please request to see the school's policy on anti-bullying, equality, diversity and inclusion for further information.

Parental concerns and withdrawal of students

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches but not Relationships Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. The right to withdraw from non-statutory Sex Education applies to one lesson which is taught in the final term of Year 6.

Before granting a request to withdraw a child, the head teacher will invite the parent to discuss the request with them to ensure that their wishes are

understood and to clarify the nature and purpose of the curriculum. The head teacher will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child. This could include any social and emotional effects of being excluded, 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 parent proposes to deliver sex education to their child at home instead). The school is responsible for ensuring that should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal.

Parents are invited to view our resources and discuss any concerns with our staff. It is statutory for our school to show parents examples of the resources we plan to use. These are provided virtually via the school website under the RSE & PSHE tab. We advise parents to view the resources in order to support them in carrying out their responsibilities relating to providing RSE at home. It is valuable for a child's development to learn about its own families values in regards to relationships and sex alongside the information they receive at school.

Organisation

- RSE & PSHE is taught weekly in every year group. The lesson length can vary depending on year group but is approximately 30-45 minutes.
- Children record their learning in their RSE & PSHE books with practical lessons evidenced a digital platform.
- Each unit of work begins with an activity to assess each child's level of existing knowledge and understanding so the sessions can be adjusted accordingly.

Planning

- Teachers planning is supported by the 'Coram Scarf' scheme of work.
- Using the scheme staff can adapt the activities to best suit the needs of their class.

Teaching and Learning

- Lessons are delivered using an active learning approach to engage pupils with their learning and apply their learning to real life situations. It also allows for informal feedback to the pupils during the lesson to address misconceptions.
- Strategies include reading, writing, discussion, problem solving, brainstorming, sorting, role play and working in pairs, smaller and larger groups. Lessons will provide lots of opportunities for pupils to develop their Emotional Literacy skills to enable them to recognise and name feelings which will help them make informed choices in the future, learning to trust themselves and their instincts.
- Materials used will be from the Coram Life scheme of work and will include videos, songs, photographs, poems, rhymes, stories, puppets and visual aids.
- The ROCK agreement (Respect, Openness, Confidentiality, Kindness) will be used in lessons to promote a safe and supportive environment for pupils during the sessions.
- 'Ask it baskets' will be available in KS1 and KS2 and pupils will be encouraged to anonymously post any questions they may have. Staff are then able to shape subsequent sessions to the needs of the class and also are able to research and prepare responses to questions on sensitive topics. When tricky questions on such topics are asked verbally during a session staff may choose to offer the pupil a response after the lesson if it is deemed appropriate.

Assessment and feedback

- Children's attainment and progress is assessed in each lesson and recorded on knowledge organisers.
- Staff use the pre and post assessment materials within the Coram Scarf scheme to assess progress through the topic.

Monitoring

- Progress and achievement in RSE & PSHE will be monitored in the following ways:

- Autumn Term: Pre and post assessment activities for each half termly topic. Teacher observations of children applying the skills acquired during RSE & PSHE sessions in wider situations. Scrutiny of work produced by pupils.
- Spring Term: Pre and post assessment activities for each half termly topic. Teacher observations of children applying the skills acquired during RSE & PSHE sessions in wider situations. Pupil interviews.
- Summer Term: Pre and post assessment activities for each half termly topic. Teacher observations of children applying the skills acquired during RSE & PSHE sessions in wider situations. Scrutiny of work produced by pupils.

Roles and responsibilities

Pupils

- It is the role of every pupil to engage with every lesson and '*DO THE BEST THEY CAN*'
- Children are responsible for presenting work to the highest standards possible.
- Children are responsible for responding to teacher feedback.

Teachers

- Use the Coram Scarf scheme to plan lessons that challenge their current class.
- Use the Coram Scarf resources to support their own subject knowledge.
- Refer to the Vocabulary Builder (Appendix A) for the relevant year group to ensure consistent vocabulary is introduced to the pupils at an appropriate point and builds on vocabulary from earlier learning.
- Ensure a safe learning environment is created for all using strategies including the ROCK and 'Ask it baskets'.
- Deliver lessons that are fun and offer a wide range of teaching and learning approaches such as: videos, songs, poems, rhymes, stories, quizzes and written activities.
- Provide children with opportunities to develop their speaking and listening skills.
- Assess work and provide feedback that supports the development of learning.

- Review pre and post assessments and their own observations to ascertain the attainment and progress of each child within their class.
- Use school-based resources to support the resources offered by the Coram Scarf scheme.
- Seek out CPD opportunities to improve their own subject knowledge.

Subject Leader

- Create a subject intent statement with the staff.
- Write the RSE & PSHE policy and update it every 2 years.
- Ensure that knowledge, skills and vocabulary are progressive across the Key Stages.
- Ensure that links are made with other curriculum areas.
- Train staff in the use of the Coram Scarf scheme.
- Monitor the progress and attainment of children in RSE & PSHE.
- Support teaching staff in accelerating the learning of children identified in the monitoring process.
- Organise enrichment activities linked to RSE & PSHE.
- Report to Governors regarding the teaching and learning of RSE & PSHE at Chapel End Primary School.
- Use a yearly budget for RSE & PSHE to ensure that resources are in place to allow for the effective delivery of the curriculum.
- Research new developments in RSE & PSHE and adapt the curriculum accordingly.

Headteacher

- To ensure that the subject leader is undertaking their duties.
- To monitor attainment and progress and use this to plan the overall direction of the subject with the subject leader.
- To provide the subject leader with CPD to ensure that they are capable in their role.

Governors

- Receive annual reviews relating to the subject from the subject leader.

- Monitor that the Headteacher and subject leader are carrying out their duties effectively.

Impact

By completing the RSE & PSHE curriculum at Chapel End Primary School children will have had the opportunities to:

- Acquire the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions
- Develop social skills and social awareness
- Make sense of their own personal and social experiences
- Develop responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle
- Know how, when and where they can access help
- Develop healthy and appropriate online behaviours
- Develop effective interpersonal relationships and a caring attitude towards others
- Develop a caring attitude towards and responsibility for the environment
- Understand and manage their feelings, build resilience and be independent, curious problem solvers
- Understand how society works and the laws, rights and responsibilities involved
- Become confident citizens

Sources of Further Information

This policy has drawn on:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, Department for Education (July 2019)
- Creating a PSHE education policy for your school, The PSHE Association (September 2018)
- Sex and Relationships Education (SRE) for the 21st Century, Brook, Sex Education Forum and PSHE Association - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)

Appendix A - Progression of vocabulary
Nursery Vocabulary builder

Autumn 1 Me and my relationships	Autumn 2 Valuing difference	Spring 1 Keeping myself safe	Spring 2 Rights and responsibilities	Summer 1 Being my best	Summer 2 Growing and changing
Feel Like Choose Arms Legs Head Eyes Ears Nose Mouth Teeth Hands Fingers Feet Toes Knees Elbows Pants Vest Private Special Feel Look Friends	Similar Different Friendship Friend Family Special Kind Sharing Helping Feelings	Safe Who can help? Grown up Tell Tummy feelings Unsafe Safety signs Weather Clothing Playground Carpark Pavement Scissors Glue Paint Medicines Labels Careful Cleaning products Water Fresh air Sleep	Healthy snacks Germs Wash hands Sugar Fruit Vegetables Similar Different Helping Family Friends Feelings Classroom Tidy Clean Care Look after	Food Water Exercise Sleep Energy Challenge Encourage Keep trying Get better Practice	Seasons Autumn Winter Spring Summer Growing Baby Child Teenager Adult Old age Family Baby Love Care Grow Private parts

Reception Vocabulary Builder

Autumn 1 Me and my relationships	Autumn 2 Valuing difference	Spring 1 Keeping myself safe	Spring 2 Rights and responsibilities	Summer 1 Being my best	Summer 2 Growing and changing
Special Practise Effort Same Different Favourite Family Help Special People Happy Sad Emojis Kind Helpful	Special Likes Dislikes Favourite Same Different Kind Unkind Family Home Kindness New friend Friendships	Keep clean Keep safe Sleep Water Food Fresh air Cuddle Medicine Chemist Doctor Grown up Safe Unsafe Detective Tummy feelings Uncomfortable Safe Worried Tell Adult Trust Address	Family Look after Help each other Be alone Working together Responsibility Helpful Caring Environment Electricity Pollution Litter Recycling Money Shop Buy Cost Pay Save Safe place	Bounce back Encourage Try Try again Food Energy Grow Healthy Fruit Vegetable Dairy Exercise Sleep Wash Heart Muscles Routine Calm	Seasons Cycle Autumn Winter Spring Summer Growing Life cycles Baby Child Teenager Adult Old age Family Baby Love Care Grow Private parts

Year 2 Vocabulary Builder

Autumn 1 Me and my relationships	Autumn 2 Valuing difference	Spring 1 Keeping myself safe	Spring 2 Rights and responsibilities	Summer 1 Being my best	Summer 2 Growing and changing	
Happy Safe Caring Friendly Rules Feelings Showing feelings Help Bullying Teasing Repeated Regular Don't do that Friendly Friendship	Unique Respect Feelings Behaviour Calm Aggressive Solve Special people Cooperate Kind Unkind Kindness Listened to Listen Problem	Sleep Medicines Safety Safe Unsafe Feelings Worried Getting help Touch Uncomfortable Hurt Surprise Secret Tell Genitals Private Private parts Consent Permission Someone you trust	Help Share Take turns Listen Control Erupt Uniform Ask for help Responsibility Spending Saving	Encourage Goal Achieve Challenge Choices Healthy Unhealthy Injection Germs Disease Hygiene Dental Food Water Exercise Rest Heart Lungs Stomach Food Water Large intestine Small intestine	Support Supportive Loss Feelings Emotions Frightened Nervous Food Rest Sleep Care Learning Special Nipples	Private Privacy Consent Permission Risk Accident Danger Hazard Kettle Safe Burn scald Accident Emergency

Year 3 Vocabulary Builder

Autumn 1 Me and my relationships	Autumn 2 Valuing difference	Spring 1 Keeping myself safe	Spring 2 Rights and responsibilities	Summer 1 Being my best		Summer 2 Growing and changing
Rules Safety Responsibility Care Loss Feelings Cooperative Collaborative Friendship Falling out Making up Compromise Conflict Point of view Dare Persuade Feelings Continuum Options Respectful Courteous Challenging Strategies Point of view Calm Apologise Listen	Family Adoption Same sex couple Blended family Fostering Community Belonging Respect Cooperation Listening skills Politeness Courtesy Manners Similarities Differences Identity Respect Name calling Bullying Prejudice Disability Race Gender Sexuality Colour	Trust Safe Unsafe Danger/dangerous Risk/risky Feelings Strategies Consequence Drugs Cigarettes Nicotine Alcohol Browsing Phishing Search engine Fake news Internet safety Private Public Profile Personal information Decisions Medicines Drugs Harmful Helpful Penis Testicles Vulva Instructions	Volunteer Helper Wellbeing Responsible Safe Healthy Fact Opinion Waste Environment Income Earning Saving Spending	Balanced diet Protein Muscles Dairy Teeth Bones Starchy carbohydrate Fruit and vegetables Healthy Infection Hygiene Infection Rest Sleep Water Medicine Drug Dose	Safety instructions Debate Discussion Continuum Courteous Respectful Goals Ambition Justify Achieve Improve Collaboration Cooperation Teamwork Goal setting Talents Skills Intelligence	Relationships Healthy Trust Caring Positive Personal space Body space Invade Uncomfortable Stop Respect Touch Secret Surprise Angry Upset Jealous Worried Excited Scared Talk Penis Testicles Vulva

Year 4 Vocabulary Builder

Autumn 1 Me and my relationships		Autumn 2 Valuing difference	Spring 1 Keeping myself safe	Spring 2 Rights and responsibilities	Summer 1 Being my best		Summer 2 Growing and changing	
Feelings	Frightened	Negotiation	Danger	Responsible	Individual	Minor	Learning line	Marriage Living together Civil partnership Forced marriage
Physical effects	Petrified	Compromise	Dangerous	Reliable	Unique	Accident	Practice	
Sad	Terrified	Body space	Risk	Trustworthy	Choices	Emergency	Compromise	
Unhappy	Bothered	Invade	Risky	Safe	Balanced diet	Nose bleed	Hormones	
Devastated	Positive healthy	Sharing	Hazard	Healthy	Wellbeing	Blood	Puberty	
Distressed	relationships	Acquaintances	Hazardous	Rules	Mental health	Choking	Pubic hair	
Lonely	Respect	Aggressive	Privacy	Laws	Refuse	Breathing	Eggs	
Alone	Responsibilities	Apologise	Privacy settings	Rights	Reduce	Unresponsive	Sperm	
Miserable	Qualities	Similarities	Security	United nations	Reuse	Casualty	Penis	
Ignored	Excluded	Differences	Dare	Democracy	Rot	Airway	Testicles	
Isolated	Assertive	Respect	Assertive	Influence	Recycle	Burn	Breasts	
Abandoned	Aggressive	Stereotype	Medicine	Opinion	Repair	Scald	Ovaries	
Apologetic	Negotiate		Drug	Respectful	Rethink	Wound	Fallopian tube	
Regretful	Friendly		Choices	Courteous	Community	Recovery	Womb/uterus	
Remorseful	Rude		Social norm	Antisocial behaviour	First aid		Lining	
Rueful	Consequences		Persevere	Witness	Injury		Vagina	
Repentant	Face to face		Influence	Environment			Vulva	
Sore	Compromise		Consequences	Conservation			Menstrual cycle	
Excruciating	Respectful			Income			Periods	
Aching	Collaborate			Expenditure			Sanitary pad	
Painful	Collaboration			Essential			Menstruation cup	
Agonising	Collaborative			VAT			Tampon	
Painful	Teamwork			National insurance			Menstruation	
Happy	Facial			Income tax			Secret	
Ecstatic	expression			Deductions			Surprise	
Delighted	Body language			Public services			Uncomfortable feeling	
Joyful	Unkind							
Calm	Tease							
Untroubled	Bully							
Assured	Pressure							
Confident	Independent							
Peaceful								
Scared								

Year 5 Vocabulary Builder

Autumn 1 Me and my relationships	Autumn 2 Valuing difference	Spring 1 Keeping myself safe	Spring 2 Rights and responsibilities	Summer 1 Being my best	Summer 2 Growing and changing	
Collaborate Negotiation Compromise Conflict Resolution Insensitive Sensitive Unhealthy relationship Verbal abuse Physical abuse Sexual abuse Uncomfortable touching Unsafe Assertive Passive Aggressive Emotions Emotional needs Non verbal Body language Face to face Tone of voice	Friendship Talking Listening Listening skills Respect Excluded Discrimination Prejudice Metaphor Diverse Multicultural society Sex Sexual orientation Gender identity Gender expression Embarrassed Reactions Consequences	Habit Addiction Pros Cons Weigh up risk Bullying Cyber bullying Dare Pressure Resist pressure Assessing risk Influence Risk taking Personal information Privacy settings Drugs Cigarettes Alcohol Norms Perception Risk taking Assertive	Responsibility Fact Opinion Biased Unbiased Rights Responsibility Duties Voluntary group Community group Pressure(action) group Cost Wages Salaries Fair trade Borrow Loan Credit Debit Interest Public services Council Vote Elections Councillors	Healthy choices Organs Body systems Perseverance Commitment Resilience Determination Patience Interpersonal skills Community School community Independence Responsibility Personal qualities Celebrities	Wellbeing Resilience Trust Unwanted attention Unwanted touch Separation Fostered Pubic hair Vulva Vagina Vaginal opening Urinary opening Lips (labia) Penis Scrotum Testicles Foreskin Anus Stretch marks Crush Puberty Genitalia Menstruation (cup) Semen	Period Sanitary towel Tampon Sanitary protection Embarrassed Reactions Consequences Hormones Compromise Respect Mood swings In confidence Break a confidence Confidential Prejudice Biological sex Sexual orientation Gender orientation Gender expression Verbal abuse Physical abuse

Year 6 Vocabulary Builder

Autumn 1 Me and my relationships	Autumn 2 Valuing difference	Spring 1 Keeping myself safe		Spring 2 Rights and responsibilities		Summer 1 Being my best		Summer 2 Growing and changing	
Collaboration Teamwork Negotiation Compromise Balanced friendship Respectful Assertive Peer pressure Assertiveness Resolution Sensitive Thoughtful Response Marriage Civil partnership Forced marriage Illegal Appropriate Inappropriate Privacy settings Identity theft Secure	Witness Bystander Unique Positive feedback Confidence Self esteem Unique Diversity Biological sex Sexual orientation Gender identity Gender expression Stereotype Point of view Cultural norms Respect Disrespect Body language Empathy Identity Prejudice Tolerance Diversity Relationships Friend Acquaintance Gender stereotype Media influence Assumption	Social media Parental consent Trolling Online safety Sharing Privacy Personal information Right to privacy Sharing online Permission Illegal Sexual images Habit Addiction Emotional needs Drug Legal Illegal Medical Non-medical Drug laws	Age restrictions Possess Supply Produce Illegal Penalties Alcohol Short term effects Long term effects Risks Norms Physical needs Emotional needs Independence Responsibility Conflicting emotions	Biased Unbiased Fact Opinion Stereotype Social media Profile Image Online safety Sharing Saving Bank account Building society account Junior ISA Interest Debit card Cash Value Tax income tax VAT Public services Voluntary group Community group Pressure (action) group Mission statement Values Beneficiary Environmentally sustainable Composting Recycling	Energy Materials Waste Transport Shop local Food miles Fair trade Reuse Democracy Election Manifesto Candidate Voting Policies Voting booth Ballot slip Ballot box Constituencies House of commons MP Proposal Debate Amendments Penalties Enforcement Majority House of Lords Royal Assent	Wellbeing Connect Be active Take notice Be mindful Keep learning Be creative Give Aspirations Goal setting Perseverance Health Accurate Reliable Sources Assessing risk Weigh up Dilemma Choices Influence	Red cross First aid Emergency 999 Ambulance Operator Information Serious Adult Scenario Script Role Feelings Panic Calm Responsive Unresponsive	Change Support Conversation Discuss Body image Self esteem Manipulation Media manipulation Stereotype Gender stereotype Peer pressure Right to privacy Sharing online Online safety Puberty Physical changes Emotional changes Rights FGM In confidence Break a confidence Wet dream Erection	Confidential Egg Ovaries Sperm Testicles Puberty Vagina Clitoris Penis Orgasm Embryo Womb Sexual intercourse Condom Consensual Surrogacy Adoption IVF Age of consent HIV Infection Immune system Virus Transmission Sharing needles Sexual contact Prejudice

Term	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<p><u>Me and my relationships</u> What makes me special People close to me Getting help</p>	<p><u>Me and my relationships</u> What makes me special People close to me Getting help</p>	<p><u>Me and my relationships</u> Feelings Getting help Classroom rules Special people Being a good friend</p>	<p><u>Me and my relationships</u> Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation</p>	<p><u>Me and my relationships</u> Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss</p>	<p><u>Me and my relationships</u> Healthy relationships Listening to feelings Bullying Assertive skills</p>	<p><u>Me and my relationships</u> Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs</p>	<p><u>Me and my relationships</u> Assertiveness Cooperation Safe/unsafe touches Positive relationships</p>
Autumn 2	<p><u>Valuing Difference</u> Similarities and difference Celebrating difference Showing kindness</p>	<p><u>Valuing Difference</u> Similarities and difference Celebrating difference Showing kindness</p>	<p><u>Valuing Difference</u> Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help</p>	<p><u>Valuing Difference</u> Being kind and helping others Celebrating difference People who help us Listening Skills</p>	<p><u>Valuing Difference</u> Recognising and respecting diversity Being respectful and tolerant My community</p>	<p><u>Valuing Difference</u> Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes</p>	<p><u>Valuing Difference</u> Recognising and celebrating difference, including religions and cultural Influence and pressure of social media</p>	<p><u>Valuing Difference</u> Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding bystander behaviour Gender stereotyping</p>

Spring 1	<u>Keeping myself safe</u> Keeping my body safe Safe secrets and touches People who help to keep us safe	<u>Keeping myself safe</u> Keeping my body safe Safe secrets and touches People who help to keep us safe	<u>Keeping myself safe</u> How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	<u>Keeping myself safe</u> Safe and unsafe secrets Appropriate touch Medicine safety	<u>Keeping myself safe</u> Managing risk Decision-making skills Drugs and their risks Staying safe online	<u>Keeping myself safe</u> Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	<u>Keeping myself safe</u> Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	<u>Keeping myself safe</u> Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)
Spring 2	<u>Rights & Responsibilities</u> Looking after things: friends, environment, money	<u>Rights & Responsibilities</u> Looking after things: friends, environment, money	<u>Rights & Responsibilities</u> Taking care of things: Myself My money My environment	<u>Rights & Responsibilities</u> Cooperation Self-regulation Online safety Looking after money – saving and spending	<u>Rights & Responsibilities</u> Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	<u>Rights & Responsibilities</u> Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	<u>Rights & Responsibilities</u> Rights and responsibilities Rights and responsibilities relating to my health Making a difference Decisions about lending, borrowing and spending	<u>Rights & Responsibilities</u> Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy
Summer 1	<u>Being my best</u> Keeping by body healthy – food, exercise, sleep Growth Mindset	<u>Being my best</u> Keeping by body healthy – food, exercise, sleep Growth Mindset	<u>Being my best</u> Growth Mindset Healthy eating Hygiene and health Cooperation	<u>Being my best</u> Growth Mindset Looking after my body Hygiene and health Exercise and sleep	<u>Being my best</u> Keeping myself healthy and well Celebrating and developing my skills Developing empathy	<u>Being my best</u> Having choices and making decisions about my health Taking care of my environment My skills and interests	<u>Being my best</u> Growing independence and taking responsibility Keeping myself healthy Media awareness and safety My community	<u>Being my best</u> Aspirations and goal setting Managing risk Looking after my mental health

Summer 2	<u>Growing & Changing</u> Life stages	<u>Growing & Changing</u> Cycles Life stages	<u>Growing & Changing</u> Getting help Becoming independent My body parts Taking care of self and others	<u>Growing & Changing</u> Life cycles Dealing with loss Being supportive Growing and changing Privacy	<u>Growing & Changing</u> Relationships Keeping safe Safe and unsafe secrets	<u>Growing & Changing</u> Changing bodies and puberty Y3 topic Body changes during puberty Managing difficult feelings Relationships including marriage	<u>Growing & Changing</u> Managing difficult feelings Managing change How my feelings help keeping safe Getting help	<u>Growing & Changing</u> Coping with changes Keeping safe Body Image Sex education Self-esteem
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