



PHOENIX
PRIMARY SCHOOL

PSHRE POLICY

**Personal, Social, Health, Relationships & Economic
(Incorporating Relationships & Sex Education)**

REVIEWED SEPTEMBER 2020 – REVIEW DATE SEPTEMBER 2023

A **Beyond** ACADEMY
SCHOOLS TRUST

1. Aims

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

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

2. Statutory requirements

If primary academies do teach RSE, they are required by their funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#). At Phoenix Primary School, we teach RSE as set out in this policy.

3. Policy development

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

1. Review - a member of staff / working group coordinated all relevant information including relevant national and local guidance
2. Staff consultation - all school staff were given the opportunity read the draft policy and make recommendations
3. Parent/stakeholder consultation - parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation - we investigated what exactly pupils want from their RSE
5. Ratification - once amendments were made; the policy was shared with Governors and ratified
- 6.

4. Definition

RSE is about the emotional, social, and cultural development of pupils, and involves learning about resilient relationships (including family and friends); sexual health and sexuality, physical and mental health; diversity, personal identity, and online safety.

RSE involves a combination of sharing information and exploring issues and values. Pupils must grow as individuals while understanding the diverse nature of Britain and the world today.

Phoenix is proud to be an Enhanced Values Based Education School and the very strong emphasis is on the building of relationships and understanding the values that underpin them, this is made up of 24 values chosen by all stakeholders and are explained and explored each term. These are woven into subjects and has a common language used by staff and children in school.

RSE is not about the promotion of sexual activity.



5. Delivery of RSE

PSHRE/RSE Overview (See the appendix at the end of the policy for more detail of the topics below).

| Year | Topic covered | Deeper Insight |
|------|---|---|
| EYFS | At Phoenix we ‘plan in the moment’ for our EYFS inspired by Alistair Bryce-Clegg and aspects of the Reggio culture. Planning in the moment is an instant and immediate cycle of learning. | Friendships Community Ourselves Independence Safety Respect to ourselves and others |
| 1 | Keeping a healthy body Ourselves and others -feelings Relationships - feeling safe Ourselves and others - behaviour Being responsible in our community When we grow up (money and internet safety) | Healthy Lifestyle / Keeping Safe Mental Health Ourselves Growing and Changing Families and Relationships Friendships Communities, responsibilities and the wider world Digital Resilience Aspirations |
| 2 | Keeping a healthy body Managing feelings Our unique Family Friendships Community When we grow up (money and internet safety) | Healthy Lifestyle / Keeping Safe Mental Health Ourselves Growing and Changing Families and Relationships Friendships Communities, responsibilities, and the wider world Digital Resilience Aspirations |
| 3 | Britain Aiming High It’s My Body Money Matters Be Yourself TEAM | Friendships Rules & Responsibilities Personal Targets First Aid Balanced Diet Internet Use Understanding Feelings / Mental Health Safety Democracy |
| 4 | Safety First Think Positive Respecting Rights Growing Up One World | Community Appearances Memories Caring for ourselves and others Knowing me Changes |



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| 5 | Be Yourself Britain Aiming High It's My Body Money Matters TEAM | What are my rights Mental Health Culture Friendships Relationships My body – safety / health Changes |
| 6 | Safety First One World Growing Up VIPs Respecting Rights | Universal rights What is normal Coping Caring My body – safety / health Changes |

For more curriculum detail, please look at the school's website under the Health and Wellbeing Curriculum.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Keeping safe on the internet is covered in Computing sessions. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Religious Education (RE).

Each Year Group's curriculum overview can be seen on the school's website.

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

Across the school, pupils will be supported in order to; grow, follow our values and achieve whilst developing the key life skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work.



6. Roles and responsibilities

6.1 The Governing Body

The Governing Body will approve the RSE policy and hold the Headteacher to account for its implementation.

6.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 7).

6.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive and nurturing way using our school values
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

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

6.4 Pupils

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

7. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory/non-science components of RSE.

Requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action.

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

8. Training

The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support to staff teaching RSE within PSHE and to work in partnership with staff when delivering the stand-alone sessions.



9. Monitoring arrangements

The delivery of RSE is monitored by the Senior Leadership Team through:

Drop-ins, work scrutinies, pupil conferencing, and the monitoring of planning.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.
This policy will be reviewed by The Local Governing Body on an annual basis



APPENDIX A

| Year Group | Coverage |
|------------|--|
| EYFS | <p>At Phoenix we ‘plan in the moment’ for our EYFS inspired by Alistair Bryce-Clegg and aspects of the Reggio culture. Planning in the moment is an instant and immediate cycle of learning.</p> <p>The curriculum will be based on enquiry, see Health and Wellbeing Curriculum. Below are detailed the base ‘I can’ descriptors for each area.</p> <p>Select and use activities and resources with help when needed. (3- & 4-year-olds)</p> <p>Play with one or more children extending and elaborating play ideas. (3- & 4-year-olds)</p> <p>Think about the perspectives of others (Reception)</p> <p>Help find solutions to conflicts and rivalries. (3- & 4-year-olds)</p> <p>Increasingly follow rules and understand why they are important. (3- & 4-year-olds)</p> <p>Express their feelings and consider the feelings of others. (Reception)</p> <p>Show resilience and perseverance in the face of challenge. (Reception)</p> <p>Develop their sense of responsibility and membership of a community. (3- & 4-year-olds)</p> <p>Become more outgoing with unfamiliar people in the safe context of their setting. (3- & 4-year-olds)</p> <p>Show more confidence in new social situations. (3- & 4-year-olds)</p> <p>Develop appropriate ways of being assertive. (3- & 4-year-olds)</p> <p>Talk with others to solve conflicts. (3- & 4-year-olds)</p> <p>Talk about their feelings. (3- & 4-year-olds)</p> <p>Begin to understand how others might feel. (3- & 4-year-olds)</p> <p>Talk with others to solve conflicts. (3- & 4-year-olds)</p> <p>Talk about their feelings. (3- & 4-year-olds)</p> <p>Begin to understand how others might feel. (3- & 4-year-olds)</p> <p>See themselves as a valuable individual. (Reception)</p> <p>Build constructive and respectful relationships. (Reception)</p> <p>Identify and moderate their own feelings socially and emotionally. (Reception)</p> <p>Manage their own needs. (Reception)</p> <p>Build constructive and respectful relationships. (Reception)</p> <p>Talk with others to solve conflicts. (3- & 4-year-olds)</p> <p>Talk about their feelings. (3- & 4-year-olds)</p> <p>Begin to understand how others might feel. (3- & 4-year-olds)</p> <p>Become more outgoing with unfamiliar people in the safe context of their setting. (3&4)</p> <p>Select and use activities and resources with help when needed. (3&4 year olds)</p> <p>Play with one or more children extending and elaborating play ideas. (3&4 year olds)</p> |



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| | <p>Think about the perspectives of others (Reception)</p> <p>Build constructive and respectful relationships. (Reception)</p> <p>Talk with others to solve conflicts. (3- & 4-year-olds)</p> <p>Talk about their feelings. (3- & 4-year-olds)</p> <p>Begin to understand how others might feel. (3- & 4-year-olds)</p> <p>Become more outgoing with unfamiliar people in the safe context of their setting. (3- & 4-year-olds)</p> <p>Select and use activities and resources with help when needed. (3- & 4-year-olds)</p> <p>Play with one or more children extending and elaborating play ideas. (3- & 4-year-olds)</p> <p>Think about the perspectives of others (Reception)</p> <p>Build constructive and respectful relationships. (Reception)</p> <p>Begin to understand how others might feel. (3- & 4-year-olds)</p> <p>Become more outgoing with unfamiliar people in the safe context of their setting. (3- & 4-year-olds)</p> <p>Select and use activities and resources with help when needed. (3- & 4-year-olds)</p> <p>Play with one or more children extending and elaborating play ideas. (3- & 4-year-olds)</p> <p>Think about the perspectives of others (Reception)</p> |
| Year 1 | <p>Keeping a healthy body</p> <p>Ourselves and others -feelings</p> <p>Relationships – feeling safe</p> <p>Ourselves and others – behaviour</p> <p>Being responsible in our community</p> <p>When we grow up (money and internet safety)</p> <p>The curriculum will be based on enquiry, see Health and Wellbeing Curriculum.</p> <p>Below is the base ‘I can’ descriptors for each area.</p> <hr/> <p>Keeping a Healthy Body (‘I can’ descriptors)</p> <p>I can identify what keeping healthy means; different ways to keep healthy</p> <p>I can talk about foods that support good health and the risks of eating too much sugar H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p>I can talk about why sleep is important and different ways to rest and relax H5. simple hygiene routines that can stop germs from spreading</p> <p>I can explain how that rules and age restrictions keep us safe</p> <p>Ourselves and Others - feelings</p> <p>I can describe different feelings that humans can experience</p> <p>I know how to recognise and name different feelings</p> <p>I understand how feelings can affect people’s bodies and how they behave H14. how to recognise what others might be feeling</p> |



I can recognise that not everyone feels the same at the same time, or feels the same about the same things

I can recognise what makes them special

I can recognise the ways in which we are all unique

I can identify what I am good at, what I like and dislike

I can talk about how to manage when finding things difficult

Relationships - Feeling safe

I can talk about the roles different people (e.g., acquaintances, friends and relatives) play in our lives

I can identify the people who love and care for them and what they do to help me feel cared for

I can understand there are different types of families including those that may be different to their own

I can recognise that some things are private and the importance of respecting privacy; that parts of my body covered by underwear are private

I know that sometimes people may behave differently online, including by pretending to be someone they are not

I can explain how to respond safely to adults they don't know

I can explain how to respond if physical contact makes them feel uncomfortable or unsafe

Ourselves and Others - Behaviours

I can explain how people make friends and what makes a good friendship

I can recognise when they or someone else feels lonely and what to do

I understand that bodies and feelings can be hurt by words and actions; that people can say hurtful things online

I can discuss how people may feel if they experience hurtful behaviour or bullying

I understand what is kind and unkind behaviour, and how this can affect others

I can explain how to treat themselves and others with respect; how to be polite and courteous

I can recognise the ways in which they are the same and different to others

Being responsible in our community

I know what rules are, why they are needed, and why different rules are needed for different situations

I can describe how people and other living things have different needs; about the responsibilities of caring for them

I understand about the different groups they belong to

I can talk about the different roles and responsibilities people have in their community



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| | <p>When we grow up (money and internet safety)</p> <p>I can explain how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p>I understand the role of the internet in everyday life</p> <p>I can explain what money is; forms that money comes in; that money comes from different sources</p> <p>I can explain that people make different choices about how to save and spend money</p> <p>I understand that everyone has different strengths</p> <p>I understand that jobs help people to earn money to pay for things</p> |
| <p>Year 2</p> | <p>Keeping a healthy body Managing feelings Our unique Family Friendships Community When we grow up (money and internet safety)</p> <p>The curriculum will be based on enquiry, see Health and Wellbeing Curriculum. Below is the base ‘I can’ descriptors for each area.</p> |
| | <p>Keeping a Healthy Body (‘I can’ descriptors)</p> <p>I know that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p>I can talk about about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p> <p>I know how to keep safe in the sun and protect skin from sun damage</p> <p>I can talk about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p> <p>I can talk about the people who help us to stay physically healthy</p> <p>I understand ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p>I can talk about the people whose job it is to help keep us safe</p> <p>I understand the basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p> <p>I can describe what to do if there is an accident and someone is hurt H36. how to get help in an emergency (how to dial 999 and what to say</p> <p>I understand about things that people can put into their body or on their skin; how these can affect how people feel</p> |



Managing feelings

I can talk about ways of sharing feelings; a range of words to describe feelings

I can talk about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)

I know there are different things I can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good

I can recognise when I need help with feelings; that it is important to ask for help with feelings; and how to ask for it

I can talk about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better

I can describe how I manage when finding things difficult

I can name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)

I can talk about growing and changing from young to old and how people's needs change

I can describe what happens when children are preparing to move to a new class/year group

Our Unique Family

I can recognise different types of families including those that may be different to my own

I can identify common features of family life

I know that it is important to tell someone (such as my teacher) if something about my family makes them unhappy or worried

I know there are situations when they should ask for permission and also when their permission should be sought

I can talk about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) .

I can talk about basic techniques for resisting pressure to do something I don't want to do and which may make them unsafe

I can describe what to do if I feel unsafe or worried for myself or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard

Friendships

I can discuss simple strategies to resolve arguments between friends positively

I know how to ask for help if a friendship is making me feel unhappy

I can describe how people may feel if they experience hurtful behaviour or bullying

I know that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult

I can recognise the ways in which they are the same and different to others



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| | <p>I can listen to other people and play and work cooperatively</p> <p>I can talk about and share their opinions on things that matter to them</p> <p>Community</p> <p>I understand how people and other living things have different needs; about the responsibilities of caring for them</p> <p>I can talk about things I can do to help look after my environment</p> <p>I can talk about the different roles and responsibilities people have in my community</p> <p>I can recognise the ways I am the same as, and different to, other people</p> <p>When we grow up (money and internet safety)</p> <p>I can talk about the role of the internet in everyday life</p> <p>I understand that not all information seen online is true</p> <p>I can talk about the difference between needs and wants; that sometimes people may not always be able to have the things they want</p> <p>I can explain that money needs to be looked after; different ways of doing this</p> <p>I can talk about the different jobs that people I know or people who work in the community do</p> <p>I can discuss some of the strengths and interests someone might need to do different jobs</p> |
| Year 3 | <p>Friendships Rules & Responsibilities Personal Targets First Aid Balanced Diet Internet Use Understanding Feelings / Mental Health Safety Democracy</p> <p>The curriculum will be based on enquiry, see Health and Wellbeing Curriculum. Below are the base 'I can' descriptors for each area.</p> <p>Britain ('I can' descriptors)</p> <ul style="list-style-type: none"> • I can describe what it is like to live in Britain. • I can talk about democracy and understand why it is important. • I can talk about what rules and laws are and identify how they help us. • I can talk about what liberty means and I can identify the rights of British people. • I can describe a diverse society and talk about why it is important. • I can explain what being British means to me and others. |



Aiming High

- I can identify achievements and suggest how my actions can help me achieve.
- I can identify personal goals and suggest actions I can take to achieve them.
- I can explain how a positive learning attitude can help me learn new things.
- I can identify the skills and attributes needed to do certain jobs.
- I understand that gender does not limit us in becoming what we want to in the future.
- I can discuss what job I might like to do when I grow up and what skills I need to achieve this.

It's My Body

- I know I can choose what happens to my body and how to say no.
- I know how to keep my body healthy.
- I know why it is important to get enough sleep.
- I know how good hygiene helps to stop the spread of diseases.
- I know how to take medicine safely and keep safe around drugs.
- I know how to make better choices and choose healthy habits.

Money Matters

- I can explain what skills are needed for a range of jobs and why people go to work.
- I can explain the different ways people pay for things.
- I can explain ways people can borrow money and discuss some consequences of borrowing.
- I can explain the differences between things we want and things we need.
- I can explain how adverts try to influence our spending and why they do this.
- I can explain ways I can keep track of what I spend and why it is important to do this.

Be Yourself

- I can identify the things about myself that I am proud of.
- I can identify the feelings I have and describe the different emotions I feel.
- I can describe different ways to cope with any uncomfortable feelings I have and understand why this is important.
- I know how to be assertive.
- I can explore messages given by the media and decide if they are helpful or harmful.



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| | <p>TEAM</p> <ul style="list-style-type: none"> • I can talk about changes and how they might make me feel. • I can explain how and why we should work well as a team. • I can describe how my actions and behaviour affect my team. • I can pay attention to and respond considerately to others. • I can describe why disputes might happen and strategies to resolve them. • I can talk about my responsibilities towards my team. |
| Year 4 | <p>Community</p> <p>Appearances Memories Caring for ourselves and others Knowing me Changes</p> <p>The curriculum will be based on enquiry, see Health and Wellbeing Curriculum. Below is the base ‘I can’ descriptors for each area.</p> <hr/> <p>Safety First</p> <ul style="list-style-type: none"> • I can be responsible for making good choices to stay safe and healthy. • I can identify a risky situation and act responsibly. • I understand that I can choose not to do something that makes me feel uncomfortable. • I know how to be safe on and near the road. • I know about dangerous substances and how they affect the human body. • I can keep myself safe when I use the internet. <p>Think Positive</p> <ul style="list-style-type: none"> • I understand that having a positive attitude is good for our mental health. • I can recognise and manage positive and negative thoughts effectively. • I understand that some changes can be difficult but there are things we can do to cope. • I can use mindfulness techniques to keep calm. • I can identify uncomfortable emotions and manage them effectively. • I can apply a positive attitude towards learning and take on new challenges. |



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| | <p>Respecting Rights</p> <ul style="list-style-type: none"> • I understand what rights are and that all people share the same rights. • I understand what the Universal Declaration of Human Rights and the Declaration of the Rights of a Child are, and why they are important. • I can explain what democracy is and how this relates to rules and human rights. • I understand that human rights are not dependent on responsibilities. • I can explain what it means to respect the rights of others and I understand why this is important. • I understand how stereotypes can stop people’s human rights being met. <p>Growing Up</p> <ul style="list-style-type: none"> • I can describe male and female body parts and explain what these are for. • I can describe how boys’ bodies will change as they go through puberty. • I can describe how girls’ bodies will change as they go through puberty. • I can describe the feelings that some people experience as they grow up. • I understand that there are many different types of relationships and families. • I can describe how babies are made and how they are born. <p>One World</p> <ul style="list-style-type: none"> • I can discuss ways in which people’s lives are similar and different and give reasons for these differences. • I can explore differences of opinion and identify if I feel these are fair. • I can think about the lives of people living in other places, make considered decisions and give reasons for my opinions. • I can recognise how my actions impact on people living in different countries and can identify things I can do to make the world a fairer place. • I can explain what climate change is and how it affects people’s lives and identify what I can do to help. • I can identify different organisations which help people in different countries who are in challenging situations and explain how they do this. |
| Year 5 | <p>What are my rights?</p> <p>Mental Health Culture Friendships Relationships My body – safety / health Changes</p> |



The curriculum will be based on enquiry, see Health and Wellbeing Curriculum. Below is the base 'I can' descriptors for each area.

Be yourself

- I can explain why everyone is unique and understand why this should be celebrated and respected.
- I can explain why I should share my own thoughts and feelings and I know how to do this.
- I can explore uncomfortable feelings and understand how to manage them.
- I can understand why we sometimes feel shy or nervous and know how to manage these feelings.
- I can identify when I might have to make different choices from those around me.
- I can explore how it feels to make a mistake and describe how I can make amends.

Britain

- I can talk about the range of faiths and ethnicities in Britain and identify ways of showing respect.
- I can explain what a community is and what it means to belong to one.
- I can explain why and how laws are made and identify what might happen if laws are broken.
- I can discuss the terms democracy and human rights in relation to local government.
- I can discuss the terms democracy and human rights in relation to national government.
- I can investigate what charities and voluntary groups do and how they support the community.

It's My Body

- I know that my body belongs to me and that I have control over what happens to it.
- I understand why getting enough sleep is important.
- I know how to take care of my changing body.
- I understand the harmful effects of using drugs, including alcohol and tobacco.
- I understand what a positive body image is.
- I can make informed choices in order to look after my physical and mental health.

Money Matters

- I can explain some of the financial risks we might encounter and can discuss how to avoid them.
- I understand how retailers try to influence our spending.
- I understand what 'value for money' means and can explain how we can tell if things are good value.
- I can explain why we need to budget and how to make one.
- I can explain why people borrow money.
- I can explain what tax is and why we need to pay it.



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| | <p>Aiming High</p> <ul style="list-style-type: none"> • I can understand how people learn new things and achieve certain goals. • I can understand that a positive attitude towards learning can help us succeed in life. • I can identify opportunities that may become available to me in the future and I am aware how to make the most of them. • I can understand that gender does not determine what jobs people can do. • I can understand why it is important to develop certain skills to prepare for the world of work • I can discuss my goals for the future and the steps I need to take to achieve them. | <p>TEAM</p> <ul style="list-style-type: none"> • I can talk about the attributes of a good team. • I can accept that people have different opinions and know that I can politely disagree with others and offer my own opinion. • I can work collaboratively to complete a task. • I can compromise to ensure a task is completed. • I can reflect on the need to care for individuals within a team. • I can understand the importance of shared responsibilities in helping a team to function successfully. |
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| <p>Year 6</p> | <p>Universal rights</p> <p>What is normal Coping Caring My body – safety / health Changes</p> <p>The curriculum will be based on enquiry, see Health and Wellbeing Curriculum. Below is the base ‘I can’ descriptors for each area</p> <hr/> <p>Safety First</p> <ul style="list-style-type: none"> • I can take responsibility for my own safety. • I can assess and manage risks in different situations. • I can confidently identify and manage pressure to get involved in risky situations. • I can act sensibly and responsibly in an emergency. • I understand how to use mobile devices and the internet safely and responsibly. • I understand that everyone has the right to feel safe and happy when using mobile phones and the Internet. • |
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One World

- I understand and can talk about how we can be responsible global citizens.
- I can describe what global warming is and what we can do to help prevent it from getting worse.
- I can explain how our energy use can harm the environment and describe what we can do to help.
- I can describe how we can use water responsibly and understand the importance of doing this.
- I understand what biodiversity is and can explain the importance of doing all we can to encourage it.
- I can make choices which make the world a better place and that help people across the world.

Growing Up

- I can describe the changes people's bodies go through during puberty and how we can look after our changing bodies.
- I can describe how thoughts and feelings may change during puberty and suggest how to deal with those feelings.
- I recognise that many things affect that way we feel about ourselves and I understand there is no such thing as an ideal kind of body.
- I understand what a loving relationship is and that there are many types of relationships.
- I understand what a sexual relationship is and who can have a sexual relationship.
- I can describe the process of human reproduction from conception to birth.

VIPS

- I can explain the importance of respecting my VIPS.
- I can identify ways to calm down when I am feeling angry or upset.
- I understand that people have different opinions that should be respected.
- I can identify negative influences on my behaviour and suggest ways that I can resist these influences.
- I can explain when it is right to keep a secret, when it is not and who to talk to about this.
- I can recognise healthy and unhealthy relationships.



Respecting Rights

- I can explain what the Universal Declaration of Human Rights is and understand that children have their own rights.
- I understand that human rights apply to everyone, no matter where they are from or what their culture is and family traditions are.
- I can identify why people's rights are sometimes not met in the UK and in places across the world.
- I can explain how I can respect other people's rights and I understand why this is important.
- I can identify how and why ideas about human rights have changed.
- I can explain the role and importance of human rights activists.

For more curriculum detail, please look at the school's website.

This policy will be reviewed by The Local Governing Body on an annual basis.

