



Relationship and Sex Education Policy

Approved by: Miss S Farne **Date:** September 24

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Aims of RSE:

The aims of relationships 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
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Linking all our VbE skills to all RSE related topics to ensure children and parents/carers feel comfortable and safe to speak freely

At Phoenix Primary we aim to support all children's needs within their learning of RSE. We support our children with their thoughts and how it might affect them socially. We invite our parents and guardians in to consult with what their children are learning about. As a school we also provide support for parents and guardians to have healthy conversations with their children at home regarding what they have learnt in RSE. As a school, we discuss the importance of RSE to both children and adults to ensure everyone understands the significance of healthy positive relationships and the impact they have on our lives. We ensure all staff teaching RSE are comfortable teaching their topic and feel supported by the Medway Council resources we have been provided to teach RSE.

2. Statutory requirements

As a primary academy, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we're required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

Refer to your funding agreement and articles of association for more information.

At Phoenix Primary, we teach RSE as set out in this policy with the support of Medway Council and the resources they provide.

3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers 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

Consultations will follow annually in Term 5, should amendments be required.

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our RSE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers in advance, provide face to face opportunities to discuss and upon request.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting through discussion
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

We **will** consider whether any resources we plan to use (all resources provided by Medway Council):

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan

- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

Phoenix Primary School receive support and training from Medway Council. Medway also provide us with all resources used in lessons and shared with parents and guardians.

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The governing board

The governing board will approve the RSE policy and hold the headteacher to account for its implementation.

8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers 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.

Sarah Farne – Phoenix Legacy Lead

Erini Parsons – Community Curriculum Lead

Staff:

Year 1: Libby Branscombe-Ling and Janye Spillet

Year 2: Kim Trotman and Sanjeet Dhaliwal

Year 3: Georgia Evans and Harriet Smith

Year 4: Sarah Farne and Sophie Line

Year 5: Wendy White and Emma Callow

Year 6: Reena Lakha and Lorraine Page

8.4 Pupils

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

9. Parents' right to withdraw

Parents/carers **do not** have the right to withdraw their child from relationships education as Phoenix Primary does not provide any sex education that is in addition to that covered in the science curriculum.

10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

11. Monitoring arrangements

The delivery of RSE is monitored by

Sarah Farne – Phoenix Legacy Lead

Eirini Parsons – Curriculum Lead

through:

Lesson observations, book looks, pupil voice, staff training, parent consultations, staff voice.

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

This policy will be reviewed by Sarah Farne and Melissa Ireland-Hubbert yearly. At every review, the policy will be approved by the governing board/committee name/governor name/Melissa Ireland-Hubbert.

Appendix 1: Curriculum map

PSHRE and RSE curriculum map

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 Understanding the values and how to apply them
1	Keeping a healthy body/lifestyle Ourselves and others -feelings Relationships - feeling safe Ourselves and others - managing 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 Understanding our feelings Online Safety	Friendships Rules & Responsibilities Personal Targets (hygiene) First Aid Balanced Diet Internet Use Understanding Feelings / Mental Health Safety Democracy

4	<p>Online Safety and Safety</p> <p>First</p> <p>Respecting</p> <p>Everyone's Rights</p> <p>Growing Up</p> <p>Understanding my emotions and how I react</p> <p>Think Positive</p>	<p>Community</p> <p>Appearances</p> <p>Memories</p> <p>Caring for ourselves and others</p> <p>Knowing me</p> <p>Changes</p>
5	<p>Be Yourself</p> <p>Britain</p> <p>Aiming High</p> <p>It's My Body</p> <p>Money Matters</p> <p>Online Safety</p>	<p>What are my rights</p> <p>Mental Health</p> <p>Culture</p> <p>Friendships</p> <p>Relationships</p> <p>My body – safety / health Changes</p>
6	<p>Safety First</p> <p>One World</p> <p>Growing Up</p> <p>VIPs</p> <p>Respecting</p> <p>Rights</p> <p>Online safety</p>	<p>Universal rights</p> <p>What is normal</p> <p>Coping</p> <p>Caring</p> <p>My body – safety / health Changes/ mental health</p>

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>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>Manage their own needs.</p> <p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity; healthy eating; toothbrushing; sensible amounts of 'screen time'; having a good sleep routine and being a safe pedestrian.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p> <p>Form positive attachments to adults and friendships with peers</p> <p>Show sensitivity to their own and to others' needs</p>
<p>Year 1</p>	<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>

Keeping a Healthy Body ('I can' descriptors)

I can identify what keeping healthy means; different ways to keep healthy

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

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

I can explain how that rules and age restrictions keep us safe

Ourselves and Others - feelings

I can describe different feelings that humans can experience

I know how to recognise and name different feelings

I understand how feelings can affect people's bodies and how they behave H14. how to recognise what others might be feeling

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

		<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 or 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 a list of '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 reactions) can help people to stay healthy</p> <p>I can talk about dental care and visiting the dentist; how to brush teeth correctly 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 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, 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 pers and what should be kept private; the importance of telling a trusted adult if t something that scares them</p> <p>I can describe what to do if there is an accident and someone is hurt H36. how t 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 how people feel</p>
	<p>I can talk about the different roles and responsibilities people have in their community.</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

	<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</p> <p>Rules & Responsibilities</p> <p>Personal Targets</p> <p>First Aid</p> <p>Balanced Diet</p> <p>Internet Use</p> <p>Understanding Feelings / Mental Health</p> <p>Safety</p> <p>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.

	<ul style="list-style-type: none"> • 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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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>
	<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.

	<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>
	<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>Be yourself</p> <ul style="list-style-type: none"> • 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. <p>Britain</p> <ul style="list-style-type: none"> • 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. <p>I can investigate what charities and voluntary groups do and how they support the community.</p>	<p>It's My Body</p> <ul style="list-style-type: none"> • 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. <p>Money Matters</p> <ul style="list-style-type: none"> • 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.
	<p>Aiming High</p>	

	<p>I can understand how people learn new things and achieve certain goals.</p> <p>I can understand that a positive attitude towards learning can help us succeed in life.</p> <p>I can identify opportunities that may become available to me in the future and I am aware how to make the most of them.</p> <p>I can understand that gender does not determine what jobs people can do.</p> <p>I can understand why it is important to develop certain skills to prepare for the world of work</p> <p>I can discuss my goals for the future and the steps I need to take to achieve them.</p>
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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.

Primary schools insert:

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none">• 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 represents 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	<ul style="list-style-type: none">• 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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • 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 stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

TO BE COMPLETED BY THE SCHOOL

<p>Agreed actions from discussion with parents/carers</p>	<p>Include notes from discussions with parents/carers and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom</p> <p>This will be updated when parent consultations happen.</p>