



Westfield Primary School

Relationships and Sex Education (RSE) Policy

Reviewed and Updated July 2021 – CF (Subject Lead)

Introduction

‘Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools. The key decisions on these subjects have been informed by a thorough engagement process, including a public call for evidence that received over 23,000 responses from parents, young people, schools and experts and a public consultation where over 40,000 people contacted the Department for Education.’

(Secretary of State for Education, Foreword, DfE Statutory Guidance RSE and Health Education 2019)

RSE at Westfield Primary School:

This policy sets out our school’s approach to statutory Relationships Education and non-statutory Sex Education. It was produced by the PSHE coordinator (Clair Fulstow) working with the Head teacher, Senior Leadership Team and lead governor for PSHE/RSHE, but also in consultation with the staff team as a whole. We have based our school’s relationships and sex education policy on the statutory guidance document “Relationships and Sex Education (RSE) and Health Education” (DfE, 2019) and the PSHE Association’s supplementary guidance “Writing your school’s relationships and sex education (RSE) policy” (PSHE Association, September 2018). Department for Education guidance states that from September 2020, all primary schools **must** teach Relationships and Health Education. The teaching of Sex Education in primary schools remains non statutory, with the exception of the elements of sex education contained in the science National Curriculum including the main external body parts, the human life cycle (including puberty) and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE education lessons.

Within the statutory guidance document for RSE and Health Education, the DfE also encourages schools to deliver age-appropriate sex education if they feel their pupils need this information:

The DfE states: ‘The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex

education is *not* compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education.

‘ It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.’ (DfE)

It is important that the transition phase before moving to secondary school supports pupils’ ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.’

(Section 65 DfE RSE Statutory Guidance 2019)

The content set out in this policy covers the values and learning outcomes that Westfield Primary School intends to teach about relationships and health, including puberty, and also includes mental health and well-being. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Within this policy, as in the DfE guidance, Relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. At Westfield, the central focus of our RSE/ PSHE teaching is to promote healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived. This draws on knowledge of the human life cycle set out in the national curriculum for Science. For the purposes of this policy, we specifically identify any non-statutory Sex Education that falls outside of Science and those related elements (the physical changes associated with puberty) within statutory Health Education.

Rationale and Ethos

At Westfield Primary school, RSE is underpinned by our school values and ethos. We believe relationships and sex education is vitally important to our pupils and school because children today face a challenging, complex and sometimes confusing world. RSE gives them important foundations and building blocks to begin to understand, navigate and fully and successfully take part in this world. We wish to enable our pupils to make responsible, informed and healthy decisions about their lives, both now and in the future. To teach our pupils to respect themselves and others so they can move confidently through to adolescence and into adulthood. We hope to provide a caring and supportive learning environment in which pupils can develop feelings of self-worth and confidence, including in relationships to others, begin to recognise risks, tackle challenges of modern society, and to enable them to develop an understanding and awareness of mental health and well-being to support their overall health and happiness.

We aim to ensure that RSE supports teaching in other areas of the curriculum and school life (such as Computing, Science, British Values, Safeguarding etc). We aim to ensure RSE is inclusive and

meets the needs of all of our pupils, including those with special educational needs and disabilities (SEND) by working closely with staff and pupils to identify learning needs and requirements and adjust the curriculum, activities, language and teaching approaches as needed. Staff are always expected to challenge any attitude that does not support these school values and RSE expectations of inclusivity and equality. We recognise the way staff communicate (language, tone, attitude) with other staff, pupils and parents, and the expectations they have for our pupils to communicate with others is important and is always expected to reflect our school values and ethos, and those set out within the PSHE/ RSE Curriculum. Staff members are expected to model positive behaviours and identify/ tackle any issues that are not conducive to these positive values. We consider effective RSE to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young citizens.

RSE is important for enabling lifelong learning about personal, physical, moral and emotional development. It embeds clear values about the understanding of the importance of healthy and loving relationships, respect, love and care, for family life. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

Roles and Responsibilities:

Relationships and Sex Education (RSE) forms part of the Personal, Social, Health and Economic (PSHE) education curriculum in our school. The RSE programme is led by the PSHE Co-ordinator (Clair Fulstow) with the support of the RSHE lead governor (Corinne Cook) and Senior Leadership Team.

PSHE lessons are taught by class teachers and in some instances HLTA's, supported by expert visitors as appropriate/ necessary. Teaching staff receive training in the delivery of the RSE curriculum through dedicated staff meetings, led by the PSHE Co-ordinator with the support of external experts as required.

At Westfield Primary School we recognise that parents are the primary RSHE teachers and hope to work closely with parents to deliver this curriculum. We will aim to consult with parents by sharing this policy with an email explaining these intentions for teaching RSHE, making it visible on the school website and using the usual tools for communication (such as email or Seesaw) prior to teaching any sensitive issues or offering workshops, or opportunities to ask questions. Parents/ carers will also be able to see an appointed Governor for the subject (Corinne Cook). The Governors are to read and agree to/ finalise the policy prior to publication. We recognise the need to work with parents and carers to ensure a shared understanding of RSE and to deliver an effective programme that meets the needs of our pupils.

DELIVERY

All elements of our Relationships & Sex Education programme will be delivered in an age-appropriate and sensitive manner as part of a timetabled PSHE education programme. RSE is delivered predominantly by class teachers in mixed gender groups, other than when it is deemed more appropriate for topics to be covered in single sex groups; this will be decided by the class teacher after discussion with the subject lead.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE in school, for example the school nurse. All visitors will be familiar with and understand the school's RSE policy and be expected to work within

it. An overview of our PSHE programme is included within the appendices of this policy for reference.

Our RSE Programme at Westfield:

Relationships and Sex Education (RSE) forms part of the Personal, Social, Health and Economic (PSHE) education curriculum in our school. The RSE programme is led by the PSHE Co-ordinator with the support of the PSHE lead governor and Senior Leadership Team. Attached to this policy is our whole school overview for RSE – it is also being taught from EYFS – the Early Years team have planned their PSHE in-line with the topic areas that the rest of the school is covering. They will also ensure that they meet the needs of the new Early Years curriculum as their PSHE supports the 'Personal, Social and Emotional development' area on the new framework (2021).

At Westfield we follow the guidance and key objectives as outlined by the PSHE Association as our over-arching basis for the school PSHE curriculum. The PSHE Association is a body supported and recommended by the DfE. The scheme of work used for planning, resources and lessons is the Twinkl scheme of work, which is based on these key objectives laid out by the PSHE Association. Each year group has been provided with half-termly plans and resources for each lesson, including PowerPoints, worksheets and materials for games and team activities. These are offered as a starting point to support staff – they may wish to resource the lesson activity elsewhere but will continue to use the given objectives. There are also supporting materials for home learning and a learning journey profile, which may be used as a basis for assessment. This is a spiral curriculum that builds upon what has been taught previously.

Each year group has three main topic areas:

- **Relationships** – Developing Healthy relationships with others – Includes TEAM activities
- **Health and Well-being** – this includes physical health, keeping healthy, healthy choices, physical changes including Puberty, and mental health and well-being
- **Living in the Wider World** – celebrating differences, money matters, goals for the future, respecting rights, challenges faced by others globally, online safety, British Values

Alongside using this scheme of work as a basis for the PSHE curriculum, staff are also very responsive to the needs of their individual classes/ pupils – and may decide to use lesson time to address a particular issue that they feel needs addressing within their class/ year group. Staff may address issues using a circle time or in the form of P4C using debate and open-ended questions. Issues, particularly relationship and friendship issues may be supported following our behaviour policy of Restorative Practice activities. Other stand-alone lessons also take place throughout the year, such as Odd-Sock Anti-bullying day, NSPCC 'Protecting Private Parts – PANTS' lesson, Internet Safety awareness days etc.

We feel this approach best suits the needs of our individual school community. This has been agreed in consultation with staff members and Governors.

At Westfield Primary School we have a commitment to ensure that our programme is relevant to all pupils and is taught in a way that is age and stage appropriate. Our curriculum aims to provide coverage of the compulsory content set out below as required by the DfE:

STATUTORY RELATIONSHIPS EDUCATION (DfE) 2019 document states:

By the end of Primary School:

Families and people who care for me:

Children should know:

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage¹³ 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

Pupils should know:

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

Respectful relationships

Pupils should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.

- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.
- 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

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Being safe

Pupils should know:

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

Physical health and mental wellbeing: Primary – Compulsory (DfE)

By the end of primary school, children should know:

Mental wellbeing

Pupils should know:

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms

Pupils should know:

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.

- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

Physical health and fitness

Pupils should know:

- the characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health

Healthy eating

Pupils should know:

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)

Drugs, alcohol and tobacco

Pupils should know:

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

Pupils should know:

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.

- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to allergies, immunisation and vaccination.

Basic first aid

Pupils should know:

- how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body

Pupils should know:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle

Non-Statutory Sex Education

As part of statutory Health Education, children are taught in an age-appropriate way about puberty and the associated physical and emotional changes, from Y4. As part of the science curriculum, children learn about how reproduction occurs in some plants and animals. The DfE guidance 2019 also recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born. Although sex education is not compulsory in primary schools, we believe children should understand the facts about human reproduction before they leave primary school. We therefore provide some non-statutory sex education, covering how human reproduction and conception occurs. This is included in the “Growing Up” unit in Y6 – taught in the Summer Term.

In each year group, lessons will recap on the content of previous years as a reminder and to allow for children to “catch up” if they were not present for the previous year’s lessons. We recognise that children in younger year groups may ask questions that cannot be answered without reference to content from older year groups. Should this occur, we will respond by telling them that they will learn about that when they are older. Please see the relevant section within this policy for further information on how teachers manage difficult questions in RSE. We believe that teaching this additional content to pupils will ensure that they are better prepared for transition to secondary school and so support their personal and social development as they grow into young adults. As is legally prescribed, parents have a right to withdraw their children from these additional non-statutory sex education lessons – please see the relevant section within this policy in regard to this process

DELIVERY

All elements of our Relationships & Sex Education programme will be delivered in an age-appropriate and sensitive manner as part of our regular weekly timetabled PSHE education programme. Some year groups may choose to ‘block’ units of learning across the year and will identify this within their planning. RSE is delivered predominantly by class teachers in mixed gender

groups, other than when it is deemed more appropriate for topics to be covered in single sex groups; this will be decided by the class teacher after discussion with the subject lead. Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE in school, for example the school nurse. All visitors will be familiar with and understand the school's RSE policy and be expected to work within it. An overview of our PSHE programme is included within the appendices of this policy for reference.

TEACHING AND LEARNING STRATEGIES

We aim to provide an environment and atmosphere for RSE where pupils feel safe, relaxed, unintimidated, and focused; and where they have confidence and trust in the knowledge, ability and skills of staff in school. This ensures that both pupils and staff feel fully confident in engaging in age-appropriate discussions around potentially sensitive topics and themes. To provide clarity and create a safe learning environment, a set of ground rules will be agreed by the class based on a school-wide template. Rules are likely to include the following basic guidelines:

- Listen politely to each other.
- Everyone gets a turn - if they want one.
- Respect everybody's contribution.
- No personal information - no names.
- No personal questions.
- No making fun.
- An age-appropriate rule around confidentiality and safeguarding. Children and teachers are free to suggest and agree further ground rules as appropriate to the topic of each lesson. Other teaching and learning strategies utilised in RSE (and across the PSHE curriculum) to establish a safe learning environment include the following techniques:
 - Using 'distancing' techniques such as role play, case studies, videos etc. to depersonalise sensitive issues.
 - Anonymous question boxes. These can help children to have the confidence to ask sensitive questions, and they provide an opportunity for teachers to pre-empt questions that might not be age appropriate or that might raise safeguarding or child protection concerns.
 - It will be emphasised to children that any voluntary sharing of information should be anonymous (for example "someone I know..." rather than "I" or naming names). Should personal questions be asked of either children or staff, children will be reminded that the ground rules for RSE prohibit personal questions. Although staff may draw on their personal experiences to answer certain questions, for example around menstruation, this should always be depersonalised and discussed in third person rather than first person.

All staff teaching RSE will be supported and advised by the PSHE lead and senior leadership team on these matters as and when required. Staff may also alert parents to sensitive issues that may about to be taught, giving families a chance to know what is about to be discussed within school and also to discuss issues/ ask/ answer questions at home – this alert may be from forms of communication, such as Seesaw.

Dealing with questions:

Having a set of ground rules provides boundaries over what is appropriate and not appropriate and about how to respond to unexpected, embarrassing questions or comments from pupils in a whole-class situation. Where a topic is sensitive or potentially embarrassing, anonymous question boxes are a useful technique. Children's questions are written anonymously on paper. The following guidelines should be applied when responding to questions.

- The teacher should consider whether a question is appropriate before reading it out.
- If a question is very explicit; seems too old for a pupil; or inappropriate for a whole class session, explain that the question isn't something that needs to be known at this age and move on.
- If a question is of a personal nature, remind the pupil of the ground rule: 'no personal questions'.
- If a teacher or member of staff does not know or is unsure of an answer, they will say so and explain that they will get back to the pupil later (and try to specify when).
- Colleagues or the PSHE Co-ordinator can always be consulted for support. It may be appropriate to liaise with parents/carers.
- Lengthy or complicated responses are not usually necessary. A simple and concrete piece of information offers clarity and may avoid confusion, for example, "At the moment we are looking at 'X' in Primary School, and in Secondary school you will look at 'Y' in more detail."
- Place within the context of the school's RSE curriculum. If the subject matter of a question does not fall within the primary RSE curriculum it should not be answered.
- If questions cause safeguarding or child protection concerns, the school's child protection procedures should be followed.

Discussions

Discussion and reflection should be a part of the RSE lessons. Active learning ensures opportunities for considering beliefs and attitudes and for developing greater understanding. Watching a video or reading written material is used only to support or to complement wider structural activities. Discussion and debate is an effective teaching and learning tool in RSE.

Teaching staff will endeavour to answer questions as openly as possible but if faced with a question they do not feel comfortable answering within the classroom, or that is not age-appropriate (or within the school's RSE policy), provision may be made to address the individual child/young person's requirements. The school believes that individual teachers must use their professional skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned about any question from a safeguarding perspective. If a teacher does not know the answer to a question or if a question is felt to be inappropriate, this should be acknowledged and, if considered necessary, this may be followed up outside of the classroom environment with individual pupils.

Children may also be signposted back to parents/carers who have ultimate responsibility in talking to their children about sensitive matters. We will also encourage parents to talk with school if they have any questions or queries, and if they would like advice on how to better support their child and continue learning outside of the classroom.

RECORDING AND ASSESSMENT

Pupils will have the opportunity to reflect on their learning within lessons and at the end of each unit. In addition to the pupils' self-assessment, teachers will assess through informal methods, such as observations and class or group discussions. Observations may have a particular focus; e.g. children's listening skills, empathy etc. Quizzes/ mind-mapping and/ or the Twinkl Learning journey maybe used before and after a unit of work to aid assessment. Elements of RSE that occur in the science curriculum will be assessed through recorded work to establish age related expectations of knowledge and understanding within the science curriculum.

RESOURCES

At Westfield Primary School we use the Twinkl Scheme of Work for PSHE, which has been developed to support the recommendations by the PSHE Association. This is a whole school, comprehensive scheme of planning and resources, which has been selected to meet all statutory requirements of PSHE. Class teachers review the planning and resources for each lesson to ensure they are fully relevant and accessible to the needs of children in their classes and tailor them if necessary. Additional resources may be used if considered appropriate. The use of resources outside this scheme will be in consultation with the PSHE co-ordinator and resources will be selected to ensure they are consistent with the school's ethos and values, support our aims and objectives, and meet the needs of our pupils.

We use a wide variety of resources when delivering non-statutory sex education including video clips and booklets (used in Years 5 and 6). The series of videos used are designed to provide an age-appropriate perspective and contextualises the facts about human conception and reproduction within a committed, loving adult relationship. These materials are available for parents/carers to view on request to the PSHE Co-ordinator or class teacher and will be reviewed with the KS2 staff.

THE ROLE OF PARENTS/PARENTAL RIGHT OF WITHDRAWAL

We recognise that parents and carers are the primary providers of RSE for their children. Our RSE curriculum is designed to support and complement this. We aim to build a positive and supportive relationship with parents and carers through mutual understanding, trust and co-operation. In promoting this we will:

- Inform parents about the school's RSE policy and practice;
- Provide opportunities where possible, to view videos, lesson plans and resources used in the RSE programme; · Answer any questions that parents may have about RSE for their child;
- Take seriously any issues or concerns that parents raise.

We believe that all of the content within our school's PSHE curriculum, including RSE, is of the utmost importance and relevance to all pupils. *However, parents have the legal right to request that their child be withdrawn from some or all non-statutory sex education other than that which is part of the National Curriculum for Science. **Please note there is no parental right of withdrawal from Relationships Education or Health Education content within the school curriculum, or from any statutory sex education that forms part of the National Curriculum for Science.** These are statutory requirements which the DfE mandates schools to teach; please see the statutory document if further information is required.* We will inform parents of the right to withdraw by letter in advance of non-statutory sex education lessons being taught. Parents and carers who wish to exercise their right to

withdraw their child from non-statutory sex education should talk with the class teacher, the PSHE co-ordinator or the head teacher who will explore any concerns and discuss resources being used. If parents still wish to withdraw their child from non-statutory sex education lessons, this request will be recorded, and suitable alternative arrangements made for pupils during relevant lessons. The issue of withdrawal will be handled as sensitively as possible. *Parents should also understand that the decision to remove their child from these lessons means that they themselves will assume responsibility for talking to their children about any related sex education themes covered outside of National Curriculum Science.*

SAFEGUARDING

In providing children with an understanding of healthy relationships and appropriate boundaries, we consider RSE to be an important part of our school's approach to safeguarding. Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers will take these matters seriously and speak to the child away from the class as a matter of priority. Teachers will draw their concerns to the attention of the headteacher and deputy head, the designated safeguarding lead and child protection officer within the school. **(Melanie Harbottle DSL and Vikki Garner Deputy DSL)** The headteacher will then deal with the matter in consultation with health care professionals. (See also Safeguarding Policy). We occasionally engage the expertise of other appropriate external partners to work with us to provide advice and support to children with regard to RSE and Health Education. Such visits should be arranged through the PSHE Lead and with the approval of senior leaders. These sessions are in addition to, and intended to complement, our existing RSE provision. Where external partners are involved, teachers will have discussed and shared the planning and content of the sessions with visitors in advance. A class teacher will always be present and responsible for classroom management. Visitors supporting the delivery of RSE will follow the agreed ground rules and the protocols set out above regarding any safeguarding or child protection concerns.

INCLUSIVITY SPECIAL EDUCATIONAL NEEDS AND LEARNING DIFFERENCES

Our pupils have different needs based on their emotional and physical development, life experiences, and learning differences, but we aim to ensure that all pupils are properly included in RSE. Teachers will plan and deliver work in a variety of ways, in order to meet the needs of individual pupils with SEN or learning differences. We aim to focus on activities that increase a pupil's assertiveness, communication and relationship skills, their self-esteem and understanding.

EQUALITIES AND DIVERSITY

Schools, like all public institutions, have specific responsibilities in relation to equality and protected characteristics. Planning and resources are reviewed to ensure they comply with equalities legislation and the school's equal opportunities policy. All RSE is taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010). Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions. The personal beliefs and attitudes of staff delivering RSE will not influence the teaching of the subject in school.

At Westfield Primary School we seek to recognise and embrace the diverse nature of our community. We aim to value and celebrate religious, ethnic and cultural diversity as part of modern Britain. We will explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present children with accurate information based on the law. We will use a range of teaching materials and resources that reflect the diversity of our community and encourage a sense of inclusiveness. This RSE curriculum and our ethos and resources also work to actively embed and promote/ support the teaching of British Values(this policy should be read alongside our British Values policy): These areas include:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs

MONITORING AND REVIEW

At Westfield, our aim is to provide RSE that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, we will aim to regularly review the RSE curriculum to evaluate its effectiveness and will inform parents of any revisions to the school policy or curriculum as required. Teachers will continually reflect on the effectiveness of our PSHE provision, and the PSHE Coordinator will gather staff views through contact and feedback. Pupil Voice exercises may also be used to inform reviews and updates to planning, resources and activities, including discussions with children on the school council and/ or our school ambassadors who are chosen to represent the school and are selected by staff as those children who they feel would be confident to share views/ opinions on teaching and learning.

The Governing body will be kept up-to-date with any RSE curriculum / policy changes and will be expected to share views, ask questions and give feedback. The appointed RSE Governor (Corinne Cook) will throughout the year be in communication with the Head Teacher and PSHE lead (Clair Fulstow) regarding any issues or updates, and also help to review the long/ medium term planning of intentions for objectives to be taught across the whole school.

LOCATION AND DISSEMINATION

Copies of this policy are held by the Headteacher (Mrs Hickey) and PSHE/ RSE co-ordinator (Clair Fulstow). Access to the policy is available on the school website and from the school office on request from parents.

Please note: This document needs to be read in conjunction with: (follow links below if provided)

- Westfield Primary School whole school overview of Coverage of Objectives intended to be taught
- Statutory Guidance; Relationships and Sex (RSE) Education:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1019542/Relationships Education Relationships and Sex Education on RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1019542/Relationships_Education_Relationships_and_Sex_Education_on_RSE_and_Health_Education.pdf)

- Promoting Fundamental British Values guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

School Policies: (on school website)

- SMSC and British Values
- Safeguarding and Child Protection

Clair Fulstow Updated (September 2021)

Long Term RSE Planning Overview

Units / Teaching Order to be decided by year group teams

Objectives are **not** to be taught in an assembly or alongside R.E lessons but are to be given their own discrete teaching time on you year group timetable. This is a spiral curriculum, and it is important that coverage takes place according to the overview to prevent repetition, and also build upon previous learning/ knowledge/ skills. CF 2021

EYFS: Foundation elements related to KS1 and KS2 themes

Relationships: Be Yourself	Health and Well-being <i>It's My Body</i>	Living in the Wider World: Britain	Relationships: TEAM	Health and Wellbeing: Aiming High	Living in the Wider World: <i>Money Matters</i>
<p>Autumn 1</p> <p>Children take part I circle times involving:</p> <ul style="list-style-type: none"> Feelings Things they like What makes them happy/sad <p>They are encouraged to speak clearly and audibly.</p> <p>They take turns to speak and listen to others.</p> <p>The children paint and draw pictures of themselves and their family.</p>	<p>On going</p> <p>Children are encouraged to drink water and have fruit at fruit time. They are shown and asked to wash their hands and to still well while eating.</p> <p>Autumn 1</p> <p>The children look at the chronology of their own life. Baby, toddler to present day.</p> <p>Spring 2</p> <p>Children discuss healthy and unhealthy foods. They shop for fruit, make fruit salad and read and retell Hand's Surprise.</p> <p>They learn about people who's job it is to help us and keep us safe. Including dentists. They</p>	<p>On going</p> <p>The children are introduced to the idea of being within a 'Westfield Team'.</p> <p>We discuss uniform and school rules. They are introduced to new staff members and share assembly time with their KS.</p> <p>The Year group map is added to with points of discussion such as story settings, dinosaur findings and places studied.</p> <p>Autumn 2</p> <p>The children begin to learn about the reasons behind the tradition of bonfire night.</p> <p>They learn one of the popular religions main festival stories (The Nativity) through performance, songs and dances. They look at the differences on the Christmas celebration in Spain and other countries of the world.</p>	<p>On going</p> <p>Children have twice weekly circle/ talk time. They are encouraged to each give a thought or opinion.</p> <p>'Book share' on a Friday gives the children the choice of 2 books for a vote. They have the chance to hear the blurb and make a decision.</p> <p>The children have their class but also 'fruit group' to work together for rewards and treats.</p> <p>They are encouraged to share and use their kinds words and hands to interact together.</p> <p>They share 'special books' to discuss activities they have done with their family.</p> <p>Towards the end of the year the children are encouraged to</p>	<p>On going</p> <p>The children are introduced to our smiley face school system and to the reward system for the year group. They are encouraged to show kindness and effort to gain 'pom-poms' for their fruit group and the chance to earn prizes at the end of the week including class certificates.</p> <p>Autumn 1</p> <p>The children have stories read to them about starting school. They think about how they feel to be in a new setting and what exciting things they would like to learn about.</p> <p>During circle time they are asked about what they would like to be when they grow up and the things they like to do or play with.</p> <p>Autumn 2</p>	<p>Spring 1</p> <p>The children are taken to shop in the village.</p> <p>On-going</p> <p>At times throughout the year the roleplay area is set as a shop. The children are encouraged to use language such as Cost, pay, money, cash, coins, notes.</p> <p>MATHS LINKS</p> <p>See EYFS curriculum.</p>

	are taught about good tooth hygiene. They are show how to use the correct strokes and the right amount of time to brush for.	Summer 2 The children begin to think about life before they were born. They explore old toys and look at the local area using past maps to compare to now.	answer 'how' and 'why' questions.	The children are given examples of new year resolutions and asked what they could do to help their families this coming year. Spring 1 Children are asked to think about what they are good at.	
--	--	--	-----------------------------------	--	--

Westfield Primary School - Long Term PSHE Plan: Year 1

Relationships: Be Yourself	Health and Well-being <i>It's My Body</i>	Living in the Wider World: Britain	Relationships: TEAM	Health and Wellbeing: <i>Aiming High</i>	Living in the Wider World: <i>Money Matters</i>
1. Marvellous Me I can talk about what makes me special.	1. My Body, My Business I know I can choose what happens to my body.	1. My School I can describe ways that I can help my school community.	1. Together Everyone Achieves More I can talk about the teams I belong to.	1. Star Qualities I can think of star qualities I already have and those I would like to develop.	1. Money I can explain where money comes from and why we need it.
2. Feelings I can name some of the different feelings I have and can describe how they feel.	2. Active and Asleep I can make healthy choices about sleep and exercise.	2. My Community I can describe ways that I can be a good neighbour	2. Listening I can be a good listener	2. Positive Learners I can explain how a positive learning attitude can help me.	2. Keep it Safe I can explain how we can keep money safe and why this is important.
3. Things I like I can talk about things I like that make me feel happy.	3. Happy, Healthy Food I can make healthy choices about food and drink	3. My Neighbourhood I can identify things that help and harm my neighbourhood.	3. Being Kind I can explain how to be kind and why it is important.	3. Bright Futures I can talk about jobs that people can do and tell my friends what I want to be when I grow up.	3. Save or Spend? I can explain choices I have about spending money and why it is important to keep track of what I spend.
4. Uncomfortable Feelings I can talk about the things that make me feel unhappy or cross and have ideas about what to do when I have these feelings.	4. Clean as a whistle I know how to keep my body clean.	4. My Country I can describe what it is like to live in Britain.	4. Bullying and Teasing I can talk about unkind behaviour, teasing and bullying	4. Jobs for All I can understand that it is a person's interests and skills that make them suited to doing a job.	4. Want or Need? I can explain the difference between things we want and things we need.

<p>5. Changes</p> <p>I can discuss how change and loss make me feel</p>	<p>5. Can I eat it?</p> <p>I know what is safe to eat or drink.</p>	<p>5. British People</p> <p>I can explore how people living in Britain can be different and how they are the same.</p>	<p>5. Brilliant Brains</p> <p>I can explain how to be a positive learner.</p>	<p>5. Going for Goals</p> <p>I can think about things I would like to achieve in the future</p>	<p>5. Look After It</p> <p>I can explain how I keep my belongings safe and why this is important</p>
<p>6. Speak up!</p> <p>I can share what I think and feel with confidence.</p>	<p>6. I can choose.</p> <p>I can choose to keep myself safe</p>	<p>6. What makes me proud of Britain?</p> <p>I can share my ideas about being British and living in Britain.</p>	<p>6. Making Good Choices</p> <p>I can identify good and not-so-good choices.</p>	<p>6. Looking Forward</p> <p>I can think about changes which might happen to me and consider how I feel about them</p>	<p>6. Going Shopping</p> <p>I can explain what happens when we go shopping..</p>

Westfield Primary School - Long Term PSHE Plan: Year 2

Relationships: Growing Up	Living in the Wider World: One World	Living in the Wider World: Respecting Rights	Health and Well-being: Safety First	Health and Wellbeing: Think Positive	Relationships: VIP's
1. Our Bodies I can name the main parts of boys' and girls' bodies	1. Families I can explore family life in different countries and say how it is the same as mine and how it is different.	1. Rights I can talk about what rights are and identify rights that all people share.	1. Keeping Safe I know how to stay safe and who can help if I feel unsafe	1. Think Happy, Feel Happy I can understand how happy thoughts can make me feel good.	1. Who are your VIP's? I can talk about the very important people in my life and explain why they are special.
2. Is it okay? I understand how to respect my own and other people's bodies.	2. Homes I can discuss homes and home life from around the world and say how they are the same as mine and how they are different.	2. Protecting our rights I can explain who helps protect our rights.	2. Staying Safe at Home I know how to stay safe at home.	2. It's Your Choice I can make good choices and consider the impact of my decisions.	2. Families I can describe why families are important.
2. Pink and Blue I understand that we are all different and different people like different things..	3. Schools I can explain what it is like to go to school in other countries and say how it is the same as or different from my school.	3. Respecting others I can show respect for the rights of others and understand why this is important.	3. Staying Safe Outside I know how to stay safe when I am out and about.	3. Go-Getters I can set myself goals and consider how to achieve them	3. Friends I can describe what makes someone a good friend.
4. Look at me now! I can describe how I have changed since I was a baby.	4. Environments I can explore places where people live which are different from where I live.	4. Everybody's Different I can show respect for the differences between people	4. Staying Safe Online I can keep myself safe when I use the Internet.	4. Let it out I can discuss my feelings and opinions with others and cope with difficult emotions	4. Falling Out I can describe ways to help work out arguments and disagreements
5. Getting Older I can describe how I will change as I get older	5. Resources I can think about how people use things from the earth and what problems this can cause.	5. Is it fair? I can understand why it is important to be fair.	5. The Underwear Rule I know my body belongs to me and how to keep my body safe.	5. Be Thankful I can discuss things I am thankful for and focus on what I do have, rather than what I don't have.	5. Working Together I can cooperate with others to achieve a task.
6. Changes I can describe things that might change in a person's life and how it might make them feel.	6. Planet Protectors I can say why it is important to care for the earth and identify how I can help protect it.	6. Taking Part I can explain why making a positive difference is important	6. People Who can help I know who to go to if I need help.	6. Be Mindful I can focus on what is happening now and how I am feeling.	6. Showing You Care I can describe how I can show my special people that I care about them and understand why this is important.

Westfield Primary School - Long Term PSHE Plan: Year 3

Relationships: Be Yourself	Health and Well-being It's My Body	Living in the Wider World: Britain	Relationships: TEAM	Health and Wellbeing: Aiming High	Living in the Wider World: Money Matters
1. Pride I can say the things about myself that I am proud of.	1. My Body, My Choice I know I can choose what happens to my body and how to say no.	1. Living in Britain I can describe what it is like to live in Britain.	1. A new start I can talk about changes and how they might make me feel	1. Achievements I can identify my achievements and suggest how my actions can help me achieve	1. Where does money come from? I can explain what skills are needed for a range of jobs and why people go to work.
2. Feelings I can identify the feelings I have and describe how different emotions feel.	2. Fit as a Fiddle I know how to keep my body healthy	2. Democracy I can talk about what democracy is and understand why it is important.	2. T.E.A.M I can explain how and why we should work well as a team	2. Goals I can identify my personal goals and suggest how my actions can help me achieve them.	2. Ways to Pay I can explain the different ways people pay for things
3. Express Yourself I can describe different ways to cope with any uncomfortable feelings I may have and understand why this is important	3. Good night, Good day I know why it is important to get enough sleep.	3. Rules, Laws and Responsibilities I can talk about what rules and laws are and identify how they help us.	3. Working Together I can describe how my actions and behaviour affect my team.	3. Always Learning I can explain how a positive learning attitude can help me learn new things.	3. Lending and Borrowing I can explain ways people can borrow money and discuss some consequences of borrowing
4. Know Your Mind I know how to be assertive.	4. Cough, Splutter, Sneeze I know how good hygiene helps to stop the spread of disease.	4. Liberty I can talk about what liberty means and I can identify the rights of British people.	4. Being Considerate I can pay attention to and respond considerately to others.	4. Jobs and Skills I can identify the skills and attributes needed to do different jobs.	4. Priorities I can explain the difference between things we want and things we need.
5. Media- Wise I can explore messages given by the media and decide if they are helpful or harmful	5. Drugs – Healing or harmful? I know how to take medicine safely and keep safe around drugs	5. Tolerance and Respect I can describe a diverse society and talk about why it is important.	5. When things go wrong I can describe why disputes might happen and strategies to resolve them.	5. No Limit! I understand that gender does not limit us in becoming what we want to be in the future.	5. Advertising I can explain how adverts try to influence our spending and why they do this.

6. Making it Right I can identify different strategies I can use if I make a mistake	6. Choices Everywhere I know how to make better choices and choose healthy habits..	6. What does it mean to be British? I can explain what being British means to me and to others.	6. Responsibilities I can talk about my responsibilities towards my team	6. When I Grow Up! I can discuss what job I might like to do in the future and what skills I may need to achieve this.	6. Keeping Track I can explain ways I can keep track of what I spend and why it is important to do this.
---	--	--	---	---	---

Westfield Primary School - Long Term PSHE Plan: Year 4

Relationships: Growing Up	Health and Well-being Safety First	Living in the Wider World: One World	Relationships: VIP's	Health and Wellbeing: Think Positive	Living in the Wider World: Respecting Rights
1. . Human Reproduction I can describe male and female body parts and explain what these are for	1. New Responsibilities I can be responsible for making good choices to stay safe and healthy.	1. Chiwa and Kwende I can discuss ways in which people's lives are similar and different and give reasons for these differences.	1. Making Friends I can explain why we need new friendships and how to make them.	1. Happy Minds, Happy People I understand that having a positive attitude is good for our mental health.	1. Rights I understand what rights are and that all people share the same rights
2. Changes in Boys I can describe how boys' bodies will change as they go through puberty.	2. Risks, Hazards and Danger I can identify a risky situation and act responsibly.	2. Chiwa's Dilemma (1) I can explore differences of opinion and identify if I feel these are fair.	2. Staying Friends I can create a list of positive actions needed to stay friends with my friends.	2. Thoughts and Feelings I can recognise and manage positive and negative thoughts effectively	2. Are all rights equal? I understand what the Universal Declaration of Human Rights and the Declaration of the Rights of the Child are and why they are important.
3. Changes in Girls I can describe how girls' bodies will change as they go through puberty	3. Under Pressure I understand that I can choose not to do something that makes me feel uncomfortable.	3. Chiwa's Dilemma (2) I can think about the lives of people living in other places, make considered decisions and give reasons for my opinions.	3. Is this a good friend? I can identify my own support network.	3. Changes I understand that some changes can be difficult, but that there are things we can do to cope.	3. Rules I can explain what democracy is and how this relates to rules and human rights.
4. . Changing Emotions I can describe the feelings that some people experience as they grow up.	4. Road Safety I know how to be safe on and near the road.	4. Chiwa's Sugar 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.	4. Falling Out I can demonstrate strategies for resolving conflicts.	4. Keep calm and Relax! I can use mindfulness techniques to keep calm.	4. Rights without Responsibilities I understand that human rights are not dependent on responsibilities
5. Relationships and Families I understand that there are many different types of relationships and families.	5. Dangerous Substances I know about dangerous substances and how they affect the human body.	5. Chiwa's World I can explain what climate change is and how it affects people's lives and identify what I can do to help	5. Bullying I can identify what bullying is.	5. You're the Boss I can identify uncomfortable emotions and manage them effectively.	5. Respect I can explain what it means to respect the rights of others and I understand why this is important.

6. Where Do I Come From? I can describe how babies are made and how they are born	6. Stay Safe Online I can keep myself safe when I use the Internet.	6. Charity for Chiwa I can identify different organisations which help people in different countries who are in challenging situations and explain how they do this.	6. Anti-Bullying I know what to do if someone is being bullied.	6. Always Learning I can apply a positive attitude towards learning and take on new challenges.	6. Are we so different? I understand how stereotypes can stop people's human rights being met.
--	--	---	--	--	---

Westfield Primary School - Long Term PSHE Plan: Year 5

Relationships: Be Yourself	Health and Well-being It's My Body	Living in the Wider World: Britain	Relationships: TEAM	Health and Wellbeing: Aiming High	Living in the Wider World: Money Matters
1. You are Unique I can explain why everyone is unique and understand why this should be celebrated and respected.	1. Your body is your own I know that my body belongs to me and that I have control over what happens to it.	1. Identities I can talk about the range of faiths and ethnicities in Britain and identify ways of showing respect.	1. TEAM I can talk about the attributes of a good team	1. You can achieve anything! I can understand how people learn new things and achieve certain goals.	1. Look after it! I can explain some financial risks we might encounter and can discuss how we can avoid them.
2. Let it Out! I can explain why I should share my own thoughts and feelings and I know how to do this.	2. Sleep well, Be well I understand why getting enough sleep is important.	2. Communities I can explain what a community is and what it means to belong to one	2. Communicate I can accept that people have different opinions and know that I can politely disagree with others and offer my own opinion.	2. Breaking down barriers I can understand that a positive attitude towards learning can help us succeed in life	2. Critical consumers I understand how retailers try to influence our spending.
3. Uncomfortable Feelings I can explore uncomfortable feelings and understand how to manage them.	3. Taking care of our changing bodies I know how to take care of my changing body.	3. Respecting the Law I can explain why and how laws are made and identify what might happen if laws are broken.	3. Collaborate I can work collaboratively to complete a task	3. Future Focus I can identify opportunities that may become available to me in the future and I am aware how to make the most of them.	3. Value for Money I understand what 'value for money' means and can explain how we can tell if things are good value.
4. . The Confidence Trick I can understand why we sometimes feel shy or nervous and know how to manage these feelings.	4. Harmful substances I understand the harmful effects of using drugs, including alcohol and tobacco.	4. Local Government I can discuss the terms democracy and human rights in relation to local government.	4. Compromise I can compromise to ensure a task is completed	4. Equal Opportunities I can understand that gender does not determine what jobs people can do.	4. Budgeting I can explain why we need to budget and how to make one.
5. Do the Right thing I can identify when I might have to make different choices from those around me.	5. How we think and feel about our bodies I understand what a positive body image is.	5. National Government I can discuss the terms democracy and human rights in relation to national government	5. Care I can reflect on the need to care for individuals within a team	5. Innovation and Enterprise I can understand why it is important to develop certain skills to prepare for the world of work.	5. Borrowing I can explain why people borrow money.

6. Making Amends I can explore how it feels to make a mistake and describe how I can make amends.	6. Healthy choices I can make informed choices in order to look after my physical and mental health.	6. Making a Difference I can investigate what charities and voluntary groups do and how they support the community.	6. Shared Responsibilities I can understand the importance of shared responsibilities in helping a team to function successfully	6. Onwards and Upwards I can discuss my goals for the future and the steps I need to take to achieve them.	6. Money in the Wider World I can explain what tax is and why we need to pay it
--	---	--	---	---	--

Westfield Primary School - Long Term PSHE Plan: Year 6

Relationships: Growing Up	Health and Well-being Safety First	Living in the Wider World: One World	Relationships: VIP'S	Health and Wellbeing: Think Positive	Living in the Wider World: Respecting Rights
1. Changing Bodies I can describe the changes that people's bodies go through puberty and how we can look after our changing bodies	1. You are responsible I can take responsibility for my own safety.	1. Global citizens I can talk about and understand how we can be responsible global citizens.	1. Family and Friends I can explain the importance of respecting my VIPs.	1. The Cognitive Triangle I understand the link between thoughts, feelings and behaviours.	1. Know your rights I can explain what the Universal Declaration of Human Rights is and understand that children have their own rights.
2. Emotional changes I can describe the emotional changes we may go through during puberty and suggest how to deal with these feelings.	2. What are the risks? I can assess and manage risks in different situations.	2. Global Warming I can describe what global warming is and what we can do to prevent it from getting worse.	2. Think before you act I can identify different ways to calm down when I am feeling angry or upset	2. Thoughts are not facts I understand the concept and impact of positive thinking.	2. Do human rights apply to everyone? I understand that human rights apply to everyone, no matter where they are from or what their culture is and family traditions are.
3. Just the way you are. I recognize that many things affect the way we feel about ourselves and that there is no such thing as an ideal kind of body.	3. Making your mind up. I can confidently identify and manage pressure to consider getting involved in risky situations.	3. Energy I can explain how energy use can harm the environment and describe what we can do to help.	3. It's okay to disagree I understand that people have different opinions that should be respected.	3. Facing your feelings I can recognise and manage uncomfortable feelings	3. Are everyone's rights met? I can identify why people's rights are sometimes not met in the UK and in places across the world.
4. Relationships I understand what a loving relationship is and that there are many types of relationship.	4. In an emergency I can act sensibly and responsibly in an emergency.	4. Water I can describe how we can use water responsibly and the importance of doing this.	4. You decide! I can identify negative influences on my behaviour and suggest ways that I can resist these influences.	4. Choices and Consequences I understand the importance of making good choices.	4. Are you rights-respecting? I can explain how I can respect other people's rights and I understand why this is important.
5. Let's talk about sex I understand what a sexual relationship is and who can have a sexual relationship.	5. Keep IT safe I can understand how to use mobile devices and the Internet safely and responsibly.	5. Biodiversity I understand what biodiversity is and explain the importance of doing what we can to encourage it.	5. Secrets I can explain when it is right to keep a secret, when it is not and who to talk to about this.	5. Being Present I can use mindfulness techniques in my everyday life.	5. Do human rights change? I can identify how and why ideas about human rights have changed.

6. Human Reproduction I can describe the process of human reproduction, from conception to birth.	6. Click safe, Click Happy I can understand that everyone has the right to feel safe and happy when using mobile phones and the Internet.	6. In our hands I can make choices which make the world a better place and that help people across the world.	6. False Friends I can recognise healthy and unhealthy relationships.	6. Yes I can! I can apply a growth mindset in my everyday life	6. Human rights heroes I can explain the role and importance of human rights activists
--	--	--	--	---	---