



Relationship and Sex Education Policy (including EYFS)

Goodwyn School

Introduction

This policy covers our school's approach to Relationship and Sex education, not only in lessons but through the attitude of our staff and students alike, our ethos and approach and commitment to equality both within and outside of the classroom

We recognise that as a school we have a legal responsibility under The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made under sections 34 & 35 of the Children & Social Work Act 2017, to provide comprehensive Relationship Education and Health Education for all pupils receiving primary education.

We acknowledge that in order for children to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. We understand that high quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils to develop resilience, to know how and when to ask for help.

As part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life.

We recognise that we have a responsibility under the Equality Act 2010 to ensure the best for all pupils irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion, sexual orientation or whether they are looked after children. As a result RSE needs to be sensitive to the different needs of individual pupils and may need to adapt and change as the pupils of the school change. Not only does the teaching need to be sensitive of these needs, but also to help the pupils realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours or prejudice-based language.

Whilst as a school we are aware we need to be mindful of and respectful to a wide variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive; equally it is essential that young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals. This must include clear, impartial scientific and factual information on matters such as; naming their body parts, puberty, menstruation, masturbation, the variety of family structures, gay marriage, gender identity,

gender equality, sexuality, contraception, forced- marriage and FGM. Furthermore, all teaching should reflect the law as it applies to relationships, marriage, adoption and care.

We acknowledge that all young people deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

Defining Comprehensive Relationship Education and Sex Education:

Children need to learn about relationships, the emotional, social and physical aspects of growing up, human sexuality and sexual health in an age-appropriate way. They need to learn about include puberty, how a baby is conceived and born, body ownership, and safeguarding. All of this helps to keep them safe.

The Department for Education defines relationships education as, teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults.

However, we believe comprehensive relationship education is designed to help children to develop the skills to recognise and manage healthy relationships both online and in the real world. It is designed to build self-esteem and to explore personal identity.

It is about helping children understand and make sense of the world they are growing up in; to recognise the differences and similarities between their peers and their families; to understand the fact every human being is unique and has the right to be respected. There are many different family structures and all children have the right to feel safe.

Comprehensive relationship education has been shown to help keep children safe by allowing them to understand appropriate and inappropriate touching, to realise that their body is fantastic and belongs to them. It is about building the foundations of an understanding of consent and personal boundaries; in that no one has the right to touch you in a way you don't like but also the difference between public and private behaviours.

It is important for children to know the names and functions of their body and to be reassured it is natural to be curious about them. Indeed, by teaching children the correct terms for their private parts, children are proven to be safer from abuse.

In addition, we believe comprehensive relationship education helps children to develop their vocabulary and emotional literacy to enable them to talk about and manage their feelings. It helps children build their own support networks and the confidence to ask for help when they feel unsafe. This is a required element of the Health Education Guidance.

As set out in the guidance it is up to individual schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. We, like many other schools choose to teach some aspects of sex education and will continue to do so.

We recognise that some parents may be uncomfortable with the thought of their children receiving sex education in primary school. Equally, we recognise it is completely natural for children to have questions about sex, their bodies and to be curious about where they came from. In the age of information where children in primary school have access to the internet through mobile technology we believe it is better that children receive age appropriate answers from us than it being left to their peers or the internet.

In our school sex education is an opportunity to answer children's questions about where they came from, an opportunity to explore their own stories and to be clear about how a baby is conceived and formed as set out in human life cycle set out in the national curriculum for science. Furthermore, it should ensure that all children are prepared for both the physical and emotional changes of puberty including menstruation. Children need to understand how both girls' and boys' bodies function and change as they grow into adults.

We believe that sex education should allow children a safe space to ask the questions they may have without shame or judgement. Evidence states that a graduated age-appropriate spiral curriculum is the best way of preventing the topic of sex, reproduction and private body parts of becoming taboo and children from becoming embarrassed by the topic.

We believe it is the duty of our school to give our young people the learning that will enable them to live safe, fulfilled and healthy lives. This includes ensuring that they have the skills to keep themselves safe from harm and develop positive and healthy relationships, free from exploitation pressure or abuse.

In school we meet the learning objectives as set out in the Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019 for primary schools with a whole school approach, involving non-judgmental teaching.

Sex Education is taught discreetly in the Summer Term (see Appendix A for coverage in each year group).

Relationships Education

We have a whole school approach to Relationships Education and this is covered through the Barnet PSHE programme for primary schools. It is taught by classroom teachers as a regular part of the school day and programme content focuses on three core themes: Health and Wellbeing, Relationships and Living in the Wider World. Within the first two core themes, strands include Physical wellbeing, Sex and Relationships and Social and Emotional perspectives on Relationships. It provides teachers and educators with a systematic developmental procedure for enhancing social competence and understanding in children.

In the EYFS we focus on teaching the fundamental building blocks and characteristics of positive relationships including our families and the people who care for us. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others e.g. forming caring friendships.

In our EYFS the children learn about life-cycles such as watching chicks hatch.

Whole Curriculum Approach to RSE- Cross Curricular

This will also be covered in Computing lessons – this will include teaching pupils how to be safe online, and about cyberbullying. There will be coverage of RSE in other areas of the curriculum (where appropriate eg in Science lessons).

Answering Children's Questions:

1. We are aware that children are likely to have many questions that may occur at any time. Children tend to ask whatever is on their mind. We see this as a positive point and a sign

that we have created a safe environment where children feel empowered to feed their natural curiosity and learn about themselves, their bodies and the world around them. However, we acknowledge that some parents may feel uncomfortable about how particular questions may be dealt with in class.

2. We believe children are better off receiving honest, open answers from safe adults in their lives, rather than it being left to the internet or older children with a smart phone. In the age of information, where children in primary have access to tablets, smart phones and the internet (often unsupervised) it is essential that we help children to recognise they are able to ask questions without judgement rather than searching for answers on the internet.

3. By tackling the topic in a matter of fact manner, without embarrassment we take the mystic allure out of the topic, making sex no longer the secret taboo. However uncomfortable a proposition that may be, it is far better than the alternative. For children these questions are not rude, they are simply signs of a healthy and natural curiosity. We can stop the topic becoming taboo and embarrassing whilst removing the stigma before it has had chance to form.

4. We believe that if children ask a question they deserve an answer. If ignored they merely build unnecessary barriers, making children think they have done something wrong; they are unlikely to ask again, and are instead left to seek their answers from less reliable or child friendly sources, due to shame. However uncomfortable the question may be, the thought is already in their head. It is much better we as safe adults take responsibility and tackle the question safely and age appropriately.

5. Staff have received training as to how to deal with children's questions age appropriately. This will be done consistently across the school as follows:

- Children will be praised for asking questions. We wish to encourage children to seek answers from safe adults.
- If a question is relevant to the whole class, we will answer it to the whole group.
- However, as with any other subject, there may occasionally, be the need to differentiate depending on children's knowledge and experience. Some children may need additional information or support compared to others.
- If a child asks a question that is not necessarily suitable for the entire class, we will respond, by saying: "that is fantastic question, hold that thought, I am going to set everyone some work and I will come and talk to you and answer your question in a minute when everyone else is working."
- If the member of staff doesn't have an answer or doesn't know, they will say so. There is no shame in not knowing the answer but the member of staff should make an effort to help the child to find the answer later.
- If the member of staff is not sure how best to answer a particularly tricky question, our suggested response is: "That is a brilliant question, I would like to give you an equally brilliant answer, so let me have a think about it and once I know the best way to explain it clearly I will come back to you"
- This will allow teaching staff time to think, seek help, advice or support from colleagues, or to speak to senior leadership. If a child asks a question we know parents may be uncomfortable with, staff may choose to delay answering the question (as above) until they have spoken to the parent/carer if possible and talk through their response.
- Teachers will answer questions, openly, honestly, scientifically and factually without relying on their own personal beliefs. Teachers will not be expected to answer

personal questions about themselves or to ask direct personal questions of their students that could make either parties vulnerable.

Parents and parental rights to withdraw:

We believe that successful teaching around RSE can only take place when parents and school work together. Especially, considering we both want children to grow up safe and happy in healthy relationships, with the ability to manage their emotions and speak up when they feel unsafe. Therefore, we are committed to working together with parents.

We endeavour to be transparent and give parents information about all the programmes and lessons we deliver around RSE as we recognise it can be a sensitive subject for some families for a number of reasons.

We recognise the importance of parents knowing about the content of the lessons so they can carry on the conversations at home and have an opportunity to talk to their children about their own families, beliefs and values.

We recognise under the new guidance for Relationships & Sex Education (RSE) and Health Education (DfE 2019), parents retain the right to request their child is removed from some or all of the elements of sex education which go beyond the national curriculum for science. Schools are required to teach about the main external body parts and changes to the human body as it grows from birth to old age, including puberty. There is no right to withdraw from the Relationships and Health Education.

Should a parent decide that they do not wish their child to take part in lessons, we would ask that they first speak to their classroom teacher to discuss their concerns. Our teachers will happily show parents all the teaching material and context of any of our lessons and explain the reasons why any material is included in the programme. Whilst parents have the right to withdraw their child from these lessons, they do not have the right to prevent other children from receiving these lessons. We believe it is better for children to hear from safe adults than to hear second hand from their class-mates at break-time.

Policy on Menstruation:

We recognise that the onset of menstruation can be a confusing or distressing time for children if they are not prepared. As a school we acknowledge we have a responsibility to prepare children for menstruation and make adequate and sensitive arrangements to help children manage their period.

Puberty is occurring earlier than ever before. For this reason we deliver puberty lessons to all children in year 5 & 6. As part of these lessons children will be told about menstruation and there will be discussion of what periods are, explanation of other symptoms associated with periods, how they can be managed hygienically, and sensitively.

During lessons where puberty and menstruation are discussed, we will take the opportunity to highlight the location of sanitary bins available in school, and how these are to be used.

Assessment and Reporting:

Class teachers will assess how children respond and achieve objectives in line with our non-core assessments approach to assessment. Key elements will be reported to parents on our Autumn and Summer Reports in the class teacher comments box.

Monitoring & Evaluation:

The PHSE Subject Leader is a member of the Senior Leadership Team and will monitor the provision of RSE across the school. This will be completed a minimum of once a term and will include learning walks, pupil perceptions and book monitoring. Pupils' perception evaluations will be used to monitor the progress of pupils understanding of RSE. Class teachers will deliver the curriculum with support where necessary.

Lessons and subject content will be evaluated through discussion groups of children, parents and teachers each year to review it.

Safeguarding Children:

When teaching any sensitive topic, such as RSE which deals with family life, safe and appropriate touching, personal body parts and healthy relationships, we recognise the potential to uncover incidents of abuse through children's disclosures.

All members of staff who deliver any of our Relationship or Sex Education Programme are aware of our school's safeguarding policy and procedures in the case of a disclosure or suspicion of a safeguarding concern. Teachers will be trained and supported by Designated Safeguarding Leads and SLT in reporting to parents after logging any concerns on MyConcern.

It is our practice to review safeguarding procedures in team meetings before either programmes are delivered. Furthermore, if relevant, there may be conversations around protecting and supporting children for whom some of this work may make them vulnerable due to previous safeguarding concerns, past child protection investigations, ongoing concerns or changes in family or living situations if these may be triggered by scenarios or topics in their planned lessons.

We recognise that for children who may be vulnerable due to past or present abuse or changes in family situations, this type of work, whilst it may be sensitive, there may be needs to adapt the programme or offer additional support. It is also a protective factor in preventing further abuse, to help them make sense of their experiences and essential to help them develop skills and resilience to keep them safe in future.

LGBT

The needs of all children will be considered carefully in advance of lessons and staff understand that sexual orientation are protected characteristics. Equality and respect is paramount. Teaching will be age appropriate and sensitively handled in approach and content. When this subject matter is covered it is fully integrated into discussions rather than a standalone lesson or topic.

SEND

Relationships, Sex and Health Education must be accessible to all and will be adapted for vulnerable children regarding bullying, exploitation and other issues relating to their needs.

Written by:	All Staff overseen by SLT
Date:	September 2020, Updated September 2021
Review Date	September 2022

It will be reviewed every year to ensure that it reflects the attitudes and belief of the school population and remains up to date with both current guidance from Government and the DfES but also remains relevant to the experiences of our pupils.

To ensure its use, this policy will be available on the school website and a copy can be requested at the school office.

Links:

KCSIE September 2021

Sex and Relationship Education Guidance 2020

Equality Act 2010

Schools: Departmental Guidance

DfE guidance- Sexual Violence and Sexual Harrassment between Children in Schools and Colleges

SEND Policy

PHSE Policy

Safeguarding Policy

Anti-Bullying Policy

Behaviour Policy

Appendix A

Year by Year Curriculum

The following scheme of work is delivered by Class Teachers.

Whole School Objectives

To know the conventions of courtesy and manners.

To know how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.

To know about different types of bullying (including cyberbullying), the impact of bullying, the responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

Red font= New objectives from statutory guidance implemented September 2021

Green font= Objectives linked to Relationships and Sex Education which were already covered and will continue

EYFS

Year Group	Autumn term	Spring term	Summer term
Nursery	<p>Develop their sense of responsibility and membership of a community.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting</p> <p>Show more confidence in new social situations</p> <p>Talk about their feelings using words like 'happy', 'sad</p> <p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them</p> <p>Be increasingly independent in meeting their own care needs, e.g brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Pupils show know that families are important for children growing up.</p>	<p>Develop appropriate ways of being assertive.</p> <p>Understand gradually how others might be feeling.</p> <p>Talk about their feelings using words like 'angry', 'worried'</p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Understand gradually how others might be feeling.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p>	<p>Develop their sense of responsibility and membership of a community.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p>

LKG	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Manage their own needs. - Personal hygiene</p> <p>Pupils show know that families are important for children growing up.</p>	<p>Express their feelings and consider the feelings of others.</p> <p>Show resilience and perseverance in the face of challenge</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</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>Explain the reasons for rules, know right from wrong and try to behave accordingly.</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>Show sensitivity to their own and to others' needs.</p> <p>Identify and moderate their own feelings socially and emotionally.</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 - being a safe pedestrian</p>
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Year 1 (UKG)

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
PHYSICAL (Very closely related to Science work on ourselves)	SEX AND RELATIONSHIPS	SOCIAL	EMOTIONAL	ECONOMIC WELLBEING	CITIZENSHIP
Growing and Caring for Ourselves- To explain why it is important to keep clean. I can explain basic hygiene routines.	To understand how our feelings can influence our friendships. To know our words and actions can affect others.	To know who a friend is and what a friend does. To understand how important friendships are in making us feel happy and secure.	To know some of our feelings and how we express them. To distinguish between good and not so good feelings and ways to make us feel better.	To understand the difference between a need and a want. To understand that money is a finite resource and needs to be managed.	To be able to identify different groups we belong to. To understand that everyone is part of the community.
To understand the need for keeping teeth clean. To understand the need for rest and sleep. To understand how to keep ourselves clean. To understand why personal hygiene is important.		To understand how people choose and make friends.	To be able to set goals for ourselves.	To be able to consider choices and make informed decisions about spending money.	To understand how rules are there to protect us. To begin to understand how and why rules are made.
To say what things might be harmful at home I can say what things may be harmful if not used properly.	To identify similarities and differences between ourselves and the opposite gender.	To understand the importance of respecting others even when they are different	To be able to talk about change and loss and the associated feelings.	To understand the different choices some people make about what to do with their money.	To be aware of some basic things that people can do to harm and improve the local community.

	To know about growing and changing from babies to children to adults. (Science Autumn 1 Ourselves)	(physically, in character, personality and background)			
To say where in school it feels safe. To say where in the locality it feels safe and why. To know where it is safe to cross the road and how.	To be able to describe our family and understand why everyone's family is special. To identify which people look after us and who to go to if we are worried To understand the meaning of love security and stability and that our families can give us this.	To understand that people make different choices or have different preferences or beliefs. To understand what is meant by the word respect.	To know who to talk to at home and school if we feel sad.		To understand the word bullying and the consequences of the act of bullying for the victim and in the wider community.
	To talk about my family networks. Know how to attract the attention of people we trust.		To know the difference between secrets and surprises. To know that we must not keep adults secrets.		

Year 2 (Transition)

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
PHYSICAL (Very closely linked to Science Humans topic)	SEX AND RELATIONSHIPS	Relationships -SOCIAL	EMOTIONAL	ECONOMIC WELLBEING	CITIZENSHIP
To feel the effect of exercise on my body. To explain why physical activity is healthy and say what physical activity I enjoy. To explain what healthy choices I make.	To describe similarities and differences between boys and girls. Understand that some people have fixed ideas about what boys and girls can do.	To know strategies that I can use to resolve simple arguments or disagreements through negotiation.	To know what I am good at. To talk about my feelings with confidence.	To know/revise the value of coins and notes and cost of everyday items. To understand the difference between a need and a want.	To know that people and other living things have needs. To understand the difference between a need and a want.
To explain the different foods that I should eat. To explain how some foods can harm my body (teeth etc). To make healthy food choices.	To describe some differences between male and female animals. Understand that making a new life needs a male and a female.	To know and value the different groups to which I belong.	To talk about change and loss and the associated feelings, including moving home	To describe where money comes from e.g. earn, win, borrow, find, pocket money, presents. To begin to understand why we need to work to earn money when we are older.	To know about The United Nations Convention on the Rights of the Child (UNCRC). To be aware of some basic rights for children and young people.
To describe how to look after particular parts of the body.	To name the main body parts, including the male and female parts, with confidence	To identify some of the many differences and similarities between children in our class. To know how to report concerns or abuse, and	To recognise that choices can have good and not so good consequences.	To know I have choices about how I spend my money. To explore choices and make informed decisions	To be aware of the need to protect children's rights in other countries and societies.

<p>To explain why it's important to keep clean. To describe and carry out basic hygiene. To know what to take responsibility for and when to ask for help. To understand it is important to look after my body because that can help me have a healthy lifestyle.</p>		<p>the vocabulary and confidence needed to do so.</p> <p>To know where to get advice e.g. family, school and or other sources.</p>	<p>To learn from my experiences. To explain the new opportunities and responsibilities that increasing independence may bring.</p>	<p>about spending my money. To begin to understand that we might not always be able to have things we want.</p>	<p>To know that childhood looks different for many children in other parts of the world.</p>
<p>To explain what things an adult can do that a baby cannot.</p>	<p>Understand that everyone's body is different and that we celebrate difference.</p>	<p>To identify when I am unhappy/uncomfortable Know how to report experiences that I was not comfortable or happy with at school and at home. To know what to do if I am a witness to bullying.</p>	<p>Explain ways that I can help other people to look after them. Know that I share responsibility for keeping myself safe.</p>	<p>To know I can keep money in different places to keep money and that some are safer than others. To know I can choose different places to keep money safe and explain why. To begin to understand the consequences of losing money (lost/stolen) and how it might make me feel.</p>	<p>To begin to have an awareness of my responsibilities as a member of the class, my family and the wider community.</p>
<p>To know how information and data is shared and used online</p>		<p>To know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity,</p>	<p>To know the characteristics of healthy family life, commitment to each other, including in</p>	<p>To know I don't have to spend my money - I can save it to use later. To understand why saving up for something is an</p>	

(within Computing)

trust, sharing interests and experiences and support with problems and difficulties.

times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives

appropriate choice to make.
To begin to understand how saving might make me feel.

Year 3 (Lower Remove)

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>Physical Safe and healthy at home, school and locally.</p>	<p>Social Supporting friends and other people.</p>	<p>Emotional More about me!</p>	<p>Sex and Relationships Valuing differences and keeping safe.</p>	<p>Economic Wellbeing Let's go shopping</p>	<p>Being a Responsible Citizen Diversity and society</p>
<p>To be able to explain that bacteria and viruses can affect health.</p> <p>To understand that some illnesses are passed on to others whereas other kinds are not.</p>	<p>To recognise a wide range of feelings in others.</p> <p>To respond appropriately to a wide range of feelings in others.</p>	<p>To know what makes me feel good.</p> <p>To know what makes me feel bad.</p>	<p>To be able to tell the difference between male and female babies and children.</p> <p>To be able to name male and female body parts using agreed scientific words.</p> <p>To understand why males and females have different private parts.</p>	<p>To know where money comes from and how to keep it safe</p>	<p>To understand the communities I belong to.</p> <p>To know what my rights and responsibilities are.</p>
<p>To be able to explain terms, 'risk', 'danger' and 'hazard'</p> <p>To be able to decide how to manage them responsibly, including sensible road use.</p>	<p>To know how to make and keep friends.</p>	<p>To be able to identify and reflect on and celebrate my achievements and strengths.</p>	<p>To know that each person's body belongs to them and the differences between appropriate and inappropriate or unsafe physical and other contact.</p> <p>To identify different types of touch that people like and dislike.</p> <p>To talk about ways of dealing with unwanted touch.</p>	<p>To know that I can pay for things in a range of ways.</p> <p>To be able to describe other ways of making payments and understand the reasons for them</p>	<p>To know the groups that make up the community I live in</p> <p>To know what religious and ethnic identities live throughout the UK</p>

<p>To be able to explain why our school has rules to keep us safe and healthy.</p>	<p>To understand practical steps they can take in a range of different contexts to improve or support respectful relationships.</p>	<p>To know when I need to listen to my emotions.</p>	<p>To identify the similarities and differences between different types of families.</p> <p>To understand that it is important to respect the difference between families and know that other children's families are also characterised by love.</p>	<p>To know there are different ways of keeping track of my money.</p> <p>To plan and track my spending and saving by keeping accurate records</p>	<p>To know about a variety of institutions that support communities, locally and nationally.</p> <p>To know what can improve and harm the community</p>
<p>To be able to identify some hazards that I should point out to an adult. (Responsibility)</p>		<p>To know the importance of protecting personal information, including passwords, addresses and images.</p>	<p>To identify my special people (family, friends, and carers) and what makes them special.</p> <p>To know how my family should care for one another and who we can go to for help and support.</p> <p>To understand that healthy relationships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p>	<p>To know that the choices I make about spending and saving money can be influenced by and have an impact on other people.</p> <p>I am beginning to understand that different people have different attitudes to and feelings about spending and saving money</p>	<p>To see why it is important to respect other people's points of view</p>
<p>To know who to ask for help at home, in school and out in the locality</p>	<p>To be able to listen to other children and respond appropriately whether I agree or disagree with that viewpoint.</p>	<p>To be able to use basic techniques for resisting pressure to do something dangerous, unhealthy.</p>	<p>To know how to ask for advice or help for themselves or</p>	<p>To begin to know that some things are better 'value for money' than others</p> <p>To understand that it may not be possible to have everything you want, straight away, if at all.</p>	<p>To be able to see and respect other people's points of view</p>
			<p>To know how to ask for advice or help for themselves or</p>		

			others and to keep trying until they are heard.		
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			To know how to recognize and report feelings of being unsafe or feeling bad about any adult.		
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Year 4 (Remove)

AUTUMN 1 AUTUMN 2 RELATIONSHIPS- SOCIAL/EMOTIONAL	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	PHYSICAL	ECONOMIC WELLBEING – (party planning and Metro Bank.)	THE ENVIRONMENT – LINKED WITH SCIENCE LESSONS social awareness programme. Litter and community contribution through eco.	SEX AND RELATIONSHIPS
I have explored different types of relationships.	I can explain more risks in our locality. I can talk about how to manage those risks.	I know there is a range of jobs – paid and unpaid.	I know a range of factors that improve or harm the natural environment.	I can describe the human life cycle and some of the changes that happen as we grow up.
I know what a stereotype is and how stereotypes can be unfair, negative or destructive.	I understand how to call for emergency aid.	I can describe a range of jobs that I might do to earn money when I am older. I understand that some jobs pay more than others.	I am aware of a range of different environmental concerns, both locally and globally. I am able to research, debate and discuss issues related to the environment.	I can identify some of the physical differences between children and teenagers.
I know the same rules apply to online relationships as to face to face relationships, including the importance of respect for others online when we are anonymous.	I am confident to undertake basic first aid procedures.	I know about a range of different savings accounts and explain how I might use financial institutions to make the most of my money.	I can recommend ways to improve the environment.	I understand that children change into adults so that they are able to reproduce.
I have deepened my understanding of good and not so good feelings. I have extended my vocabulary to enable me	I can say what is made by the term 'habit' and know that habits can be hard to change.	I know if you don't have enough money, you can borrow. You must pay it back and this		I recognise that becoming more independent can also mean having more responsibility

<p>to explain more emotions and feelings. How to recognise and report feelings of being unsafe or feeling bad about any adult.</p>		<p>has consequences if not.</p>		<p>for looking after myself.</p>
<p>I know 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.</p>				<p>I know that caring, stable relationships, which maybe of different types, are at the heart of happy families and are important for children's security as they grow up.</p>
<p>I know the concept of privacy and the implication of it for both children and adults, including that it is not always right to keep secrets if they relate to being safe.</p>				
<p>I have been reminded that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources.</p>				

Year 5 (Lower Prep)

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
SOCIAL 'Being Strong'	CITIZENSHIP 'The Media'	PHYSICAL 'Drug Education'	EMOTIONAL Confidence and Clarity'	ECONOMIC WELLBEING 'Making Money'	SEX AND RELATIONSHIPS Changes at Puberty'
<p>To know the difference between confidential and secret.</p> <p>To understand how to handle pressure from others to do what they know to be wrong or unkind or damaging</p> <p>To be aware of the nature and consequences of discrimination, teasing, bullying and aggression.</p>	<p>To understand what 'media' means and be aware of a range of media, including social networking.</p> <p>To be able to research issues, problems and events concerning health and wellbeing.</p> <p>To understand how the media influences people's choices and decisions.</p> <p>To understand how to respect alternative views and opinions.</p>	<p>To know the definition of drugs and describe some of the things drugs do.</p> <p>To understand some of the effects and dangers of alcohol.</p> <p>To understand that caffeine is a legal drug that has to be managed sensibly.</p> <p>To know the dangers of smoking and develop the skills to resist the temptation to smoke.</p> <p>To know some of the dangers of cannabis and understand it is an illegal drug.</p>	<p>To look at images and adverts in the media and be able to identify what positively and negatively affects mental and emotional health.</p> <p>To understand that choices can have positive, neutral and negative consequences.</p> <p>To reflect on and celebrate achievements.</p> <p>To set high aspirational goals including thinking about how it feels when not meeting goals</p>	<p>To confirm the pupils know where money comes from, basic budgeting basics, spending and saving, value for money and the difference between need and want.</p> <p>To understand the range of ways to pay for things including credit and the potentials of debt.</p> <p>To understand how to budget and manage a budget over time.</p> <p>To be aware that people selling are trying to make a profit and may try</p>	<p>To understand the importance of self-respect and how this links to their own happiness</p> <p>To know when puberty is likely to happen</p> <p>To understand the main emotional and physical changes that happen during puberty.</p> <p>To know puberty can happen at different times and differently for individuals.</p> <p>To know how to stay clean during puberty.</p> <p>To explain what happens during menstruation and wet dreams.</p> <p>To understand that each person's body belongs to them</p> <p>To understand the differences between appropriate and inappropriate or</p>

				<p>and influence choices.</p> <p>To consider what is value for money and can make comparisons between prices to decide if it is value for money.</p> <p>To recognise the financial risks associated with the internet, including scams.</p> <p>To learn how to keep money and identity safe when using the internet.</p>	<p>unsafe physical, and other contact</p> <p>To recognise if family relationships are making them feel unhappy or safe and how to seek help or advice from others if needed.</p> <p>To ask for advice or help for themselves or others and to keep trying until they are heard.</p> <p>.</p>
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Year 6 (Prep)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Social wellbeing: 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 How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met To understand that people sometimes behave differently online, including by pretending</p>	<p>Relationships – Emotional I can use simple relaxation techniques (preparation for exams). I can reflect on and celebrate my achievements . I have thought about my future plans for success. I have extended my vocabulary to describe the range and intensity of feelings. Economic wellbeing I know that good qualifications lead to a more fulfilling career. I can describe some ways that the government use my money. I know that money has different</p>	<p>Social wellbeing: How to recognise who to trust and who not to trust. How to judge when a friendship is making them comfortable/uncomfortable How to seek advice from others (in school, public, drs) To have the skills to work co-operatively with others To have the skills to resolve disputes (conflict resolution) Making resolutions (smart target setting, celebrating current success and moving forward) Rules and understanding why they are there to protect me Economic wellbeing UK government and democracy (continued) Set up own political parties, participate in creating manifesto, party broadcast and school ‘elections’ and voting Debating Working co-operatively</p>	<p>Emotional wellbeing Relationships Reflective diary (beginning to consider memories of Prep and Goodwyn) Reflection about changes and moving on to secondary school</p>	<p>Physical wellbeing Link to Science ‘Animals and humans’ To have knowledge of the effect of food and physical activity on health Social wellbeing (preparation for residential trip) I have given thought to the people I will meet in the future and how I will respond to them To know how to treat people with respect in the wider community To know how to ask for help in the wider community Emotional wellbeing:</p>	<p>Social wellbeing: Importance of permission seeking and giving in relationships with friends, peers and adults That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong I have strategies to resist pressures from others Starting secondary school dilemmas and situations role play How to keep myself safe in the locality. Recap of rules and laws and</p>

<p>to be someone they are not</p> <p>To understand the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>To understand what sorts of boundaries are appropriate in friendships with peers and others (including in digital context)</p> <p>To learn how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p>	<p>values in different countries.</p> <p>I can describe why insurance is important.</p> <p>Uk government and democracy</p> <p>I understand how the UK is governed.</p> <p>I understand that there are different systems of government.</p>			<p>Reflecting on 'who am I' memories of Goodwyn Gallery of assets</p>	<p>how they protect me (police talk, Barnet workshop)</p> <p>SRE</p> <p>To name body parts correctly</p> <p>To describe decisions that need to be made before having a baby</p> <p>To understand conception and pregnancy. How babies are made.</p> <p>To understand what is a healthy relationship (what is 'going out')</p>
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