

Queensgate Primary School

Relationships and Sex Education (RSE) Policy



Date of Policy	Date approved by Governing Body
Summer 2021	Summer 2021

REVIEW SCHEDULE			
Date of next Review	Date reviewed by Governing Body	Change previous document (Y/N)	Date circulated (if changes)
Summer 2024			

Introduction

Today's children and young people are growing up in an increasingly complex world, living their lives seamlessly both on, and offline. This presents many positive and exciting opportunities, but also challenges and risks.

At Queensgate Primary School, we consider that Relationships & Sex Education (RSE) is an integral part of the Personal, Social and Health Education (PSHE) curriculum.

- PSHE makes a significant contribution to the promotion of young people's personal and social development.
- Through the promotion of PSHE, skills are developed that our pupils need for them to grow and flourish as individuals and members of society.
- PSHE contributes to helping children and young people to build their personal identities, confidence, and self-esteem.
- PSHE enables them to recognise and manage their emotions and to communicate positively in a range of different scenarios.

We believe that Relationships and Sex Education includes supporting young people in developing self-confidence in preparing them for the physical and emotional changes into adulthood.

It promotes an understanding of the range of family types and other people who contribute to providing children with the care, love and support they need to grow and develop.

We firmly believe this is paramount for teaching pupils the skills and knowledge to safeguard themselves, and prepare children and young people for the challenges, opportunities, and responsibilities of adult life, building healthy relationships and staying safe.

We aim to achieve this by

- Providing PSHE Education that is dynamic, relevant, and appropriate for the challenges and contexts of 21st century life as part of our commitment to broad outcomes for children.
- Teaching children about equality and diversity as is our duty within the Equalities Act (2010).
- Teaching about different family structures including single parent families, LGBT parents, adoptive parents, foster parents/carers amongst other structures.)
- Providing our pupils with Relationships and Sex Education that is age appropriate and contributes to lifelong learning and pupil well-being.
- Having a strong commitment to confidentiality and to providing a safe learning environment where all feel respected whilst safeguarding vulnerable pupils.
- Informing and working with parents and families to support and promote our work in school by making policies and schemes of work available in school, and on our website and supporting them should they have questions or concerns about RSE.
- Working collaboratively with partners and agencies such as healthcare professionals etc. to enrich and support pupil's learning in Relationships and Sex Education where appropriate.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Children and Social Work Act 2017
- DfE 'Keeping Children Safe in Education'
- DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'

This policy operates in conjunction with the following school policies:

- DfE 'National curriculum in England: science programmes of study'
- Safeguarding Policy
- Behaviour Policy
- SEND Policy
- Equality and Diversity Policy
- RE Policy
- Anti-Bullying Policy
- E-safety Policy
- PSHE Policy
- Wellbeing Policy
- Curriculum (including teaching and learning, assessment)

Definition of Relationships Education

The focus in every primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships, and relationships with other children and with adults.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

Definition of Sex Education

The DfE continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils...'

Where a maintained primary school chooses to teach aspects of sex education (which go beyond the national curriculum for science), the school must set this out in the policy and should consult with parents on what is to be covered

Although it is not statutory to deliver sex education outside of the Science curriculum (which is statutory) at primary school level, the DfE recommends that all primary schools should have a sex education programme in place. At Queensgate Primary School, we do teach pupils sex education beyond what is

required of the science curriculum – the content is tailored through our progressive, spiral curriculum, to the age, and physical and emotional maturity of pupils, and ensures that boys and girls are prepared for the changes that adolescence brings, drawing on knowledge of the human life cycle.

Aims of Relationship and Sex Education

Taking account of the age, maturity and needs of the pupils, Relationships and Sex Education aims to:

- To give children the confidence and self-esteem to value themselves and others
- To understand about the range of relationships, including the importance of family for the care and support of children
- To develop confidence in talking, listening, and thinking about feelings and relationships
- To be able to name parts of the body and describe how their bodies work
- To be prepared for puberty
- To understand the consequences of their actions and behave responsibly within relationships
- To be able to recognise unsafe situations and be able to protect themselves and ask for help and support
- To understand the role the media plays in forming attitudes

Safeguarding & Confidentiality

- To understand what a healthy relationship is both on and offline

Ensure children know how and where to access appropriate support

Everyone involved in the teaching RSE are clear about the boundaries of their legal and professional roles and responsibilities. Teachers at Queensgate Primary School are aware that effective RSE, which brings an understanding of what is and is not acceptable, may lead to disclosure of a child protection issue.

If a staff member has any concerns or a child discloses information giving cause for concern, this must be reported to the DSL and the schools safeguarding policy must be followed.

Equality and Diversity

At Queensgate Primary School, we understand our responsibilities in relation to the Equality Act 2010, meaning that school cannot unlawfully discriminate against any pupil because of their sex, race, disability, religion or belief or sexual orientation. RSE will be taught to ensure quality of access for all pupils and avoiding discrimination.

We ensure our Relationships and Sex education programme is sensitive to the needs of all our pupils and their families by:

- Being aware of pupils' individual characteristics, backgrounds, attitudes, and feelings.
- Differentiating teaching and learning from our planned scheme of work to allow access to Relationships and Sex education for all our pupils including those with SEND or EAL.
- At Queensgate Primary School, we understand that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships, sex and health education, and the programme will be designed to be inclusive of all pupils.

- Ensuring freedom from all forms of bullying including homophobic, biphobia and transphobic bullying as is our duty within the Equalities Act (2010) through a zero-tolerance approach within all our policies and practice.

Role of the Headteacher

It is the responsibility of the Headteacher of Queensgate Primary School to:

- Ensure that parents and staff are informed about our RSE policy
- The policy is implemented effectively.
- Ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- Monitor this policy on a regular basis and reports to governors on the effectiveness of the policy.

Role of Subject Leader

- Planning an age appropriate, spiral RSE curriculum and developing progression grids for all year groups.
- Overseeing the delivery of the RSE curriculum.
- Ensuring the subjects are age-appropriate, progressive and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum.
- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Updating the RSE policy and ensuring that parents and staff are informed about our RSE policy.

The Governing Body should make sure that: -

- Monitoring and evaluating the effectiveness of the subjects and providing reports to the Headteacher.
- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- The subjects are resourced, staffed, and timetabled in a way that ensures that the school can fulfil its legal obligations.

Organisation of the Curriculum

RSE will be delivered as part of the school's PSHE curriculum which has been organised in line with the statutory requirements outlined in the 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' guidance. <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

At Queensgate Primary School, we deliver the RSE content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of all our pupils.

Pupils are taught about LGBT, following Stonewall guidance and we ensure that this content is fully integrated into the relationships, sex and health curriculum, rather than delivered as a standalone unit or lesson.

- All teachers will have responsibility for planning and delivering RSE for their individual year group, following the progression grids developed by the Subject Leader.
- Everyone involved in the teaching of RSE will follow the school policy.
- A balanced and non-judgmental approach will be taken, and the personal beliefs and attitudes of teachers will not influence the teaching of RSE. .

At Queensgate Primary School, a range of teaching strategies will be used to deliver an inclusive RSE curriculum, including:

- Establishing ground rules with pupils
- The provision of a 'question box' during each planned session, if required
- Dealing with children's questions in an appropriate manner
- Using discussion and age appropriate materials.

At Queensgate Primary School, we follow the PSHE Association guidance, which splits the PSHE curriculum into 3 core themes;

The spiral scheme of work and individual year group progression grids in place, map out the PSHE/RSE lessons for each year group, which progresses and returns to themes, as children move through school.

Core Theme 1: Relationships

Core Theme 2: Health & Well Being

Core Theme 3: Living In The Wider World – Economic Wellbeing and Being A Responsible Citizen.

By the end of Year 6, pupils will have been taught content on:

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

(Please see the PSHE/RSE Progression Grids for each year group in Appendix 2)

Curriculum Links

The school seeks opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils' learning. Relationships, sex and health education will be linked to the following subjects in particular:

- Science – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- Computing – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- Circle time sessions - Gives pupils the opportunity for discussion and listening to other people views and opinions.
- PSHE – pupils learn about respect and difference, values and characteristics of individuals.

Assessment

As with any learning, the assessment of pupils' PSHE and RSE is important as it enables the teacher to gauge individuals' progress. Pupils have the opportunity to reflect upon their personal learning experience, set goals, and record their understanding in a range of ways, including: - class discussions, group work, questionnaires / surveys, and peer assessment.

Pupil voice will also be used to inform future planning for PSHE and RSE, to ensure it is both relevant and effective.

Monitoring and Evaluation

The PSHE subject leader will monitor delivery of PSHE with teaching staff to ensure consistent and coherent curriculum provision including -

- Thursday Thumb (Class Floor Books)/SERFs
- Learning walks
- Pupil Audits
- Foundation Subject Feedback book

Consultation & the Role of Parents & Carers

At Queensgate Primary School, we are aware that the primary role in children's Relationships and Sex Education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. Similarly, we also understand how important parents/ carers' views are in shaping the curriculum. In promoting this we:

- Will consult and inform parents/carers about RSE through Parent Partnership meetings, the school prospectus, letters, school website and information sessions.
- Inform parents about our school's Relationships and Sex Education policy and practice.

- Answer any questions that parents may have about the Relationships and Sex Education of their child.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for Relationships and Sex Education in our school.

Answering Difficult Questions

If a child asks an explicit or difficult question, the staff will use their professional judgement in deciding the best way to answer it. This may be through individual work or discussion with the child/ parent. If the staff member is concerned, they must discuss the matter with Designated Safeguarding Lead, Parent/Carer if appropriate and always follow the schools safeguarding policy.

All questions will be handled sensitively, and consideration will be given to religious or cultural factors, and to parents' wishes before questions are answered.

Language

At Queensgate Primary School, we believe it is important that acceptable and unacceptable terminology is clarified and after initial discussion, correct biological terms will always be used for teaching.

Teaching children common terminology to describe genitals is important in relation to safeguarding. This aspect of teaching may link with elements of the Science curriculum around naming body parts. It also links to the following Relationships Education outcome: 'how to report concerns or abuse, and the vocabulary and confidence needed to do so.

Right of Withdrawal

Relationships and Health Education are statutory at primary school and there is no right to withdraw from these subjects. It is important for all children to be taught the content on such essential matters like friendships and keeping safe both on and offline.

As sex education is not statutory at primary level (other than what is taught as part of the Science curriculum), parents / carers have the right to request to withdraw their child from all or part of the sex education curriculum.

Before considering this option, we would always encourage parents to come and talk to us.

(For more information, please go to <https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>)

The Role of External Agencies

At Queensgate, we may liaise with external agencies to support and complement our PSHE/RSE programme of study. All agencies will be aware of the schools policies and procedures and their role within them.

Any matters reported by visitors will be dealt with in line with the our Safeguarding Policy

We ensure that the teaching delivered by visitors fits with the planned programme of study. The content of lessons provided by external agencies is age appropriate and accessible for all pupils and is approved by the school in advance of delivery.

Appendix 1: By the end of primary school children should know

Relationships Education

<p>Families and people who care for me</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security, and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy
<p>Caring friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
<p>Respectful relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative, or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults
<p>Online relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online
<p>Being safe</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.

Appendix 2 Overview of scheme of work

EYFS

Autumn 1 EYFS	Autumn 2 EYFS	Spring 1 EYFS	Spring 2 EYFS	Summer 1 EYFS	Summer 2 EYFS
<p>Circles: Belonging What are the benefits of belonging to a group / community? What are your responsibilities towards...? How will your contribution benefit our school?</p>	<p>Circles: Friendship What are the signs of a good friendship? How should friends treat each other? What is collaboration? How does collaboration help our friendships and relationships?</p>	<p>Circles: Resilience How might someone feel if...? How might someone show that they are feeling this way? How can you show perseverance? Where can you get help with challenges?</p>	<p>Circles: Feelings What are values? Where do people's values come from? Why do we have rules? Who makes rules and laws?</p>	<p>Circles: Respect What are our rights and responsibilities in school and at home? How can we ensure that everyone's rights are respected and met?</p>	<p>Circles: Trust & Empathy How do you know if someone is feeling a certain way? How can you respond to someone's feelings in a way that will help them? What is empathy?</p>
<p>Relationships: RSE: Dressing and undressing by myself/personal hygiene. Our Day (Teaching SRE with confidence Lesson 1) ANTI BULLYING: ABCD Curriculum – pg 34</p>	<p>Relationships: RSE: Working as part of a group / team. Making friends- Who is your friend? Prevent: Respect myself, Respect my friends. http://www.preventforschools.org/index.php?category_id=64 ANTI BULLYING: Anti-bullying week ABCD Curriculum – pg 60</p>	<p>Relationships: RSE: Agreeing how we can all work together. Being sensitive to the needs of other children. Keeping Ourselves Clean (Teaching SRE with confidence Lesson 2)</p>	<p>Relationships: RSE: How am I the same as / different to other people? Compare past and present events in own lives and their families. ANTI BULLYING: ABCD Curriculum – pg 76</p>	<p>Relationships: RSE: Working as part of a group / team. How can we work together as a team? Playing co-operatively together. Families (Teaching SRE with confidence Lesson 3) ANTI BULLYING: ABCD Curriculum – pg 97</p>	<p>Relationships: RSE: Differences between boys and girls. What is good about being a boy/ girl? ANTI BULLYING: ABCD Curriculum – pg 122</p>
<p>Health & Well-Being: DATE: Identify & name some feelings. What to do when I'm ill. (DATE Lesson 1) E SAFETY: Introduction to using the computers / IWB safely. Friendship & Responsibility online story book – Digiducks' big decision (available to order or download) http://www.childnet.com/resources/digiducks-big-decision Select and use technology for a particular purpose. HEALTHY LIFESTYLES: Understand the importance of a balance diet.</p>	<p>Health & Well-Being: DATE: What makes us feel better? Interpret different facial expressions. (DATE Lesson 2) Circles: Friendship</p>	<p>Health & Well-Being: DATE: Make simple choices about health & well-being. Who helps us when we are ill? (DATE Lesson 3) E SAFETY: Use of programmable toys/camera and – what it is okay to take pictures of. Keeping safe on the internet storybook – The adventures of Smartie the Penguin (e-book available as a download) http://www.childnet.com/resources/smartie-the-penguin-e-book</p>	<p>Health & Well-Being: DATE: Taking responsibility – other people need/want us to help them. What is safe to put into our bodies? HEALTHY LIFESTYLES: Keeping safe in the sun.</p>	<p>Health & Well-Being: DATE: Make simple choices about health & well-being. Who helps us when we are ill? (DATE Lesson 4) E SAFETY: Use the internet safely – ask an adult if not sure/something they don't like. Using the internet safely Lee & Kim from Did You Know Teachers Portal http://thinkyouknow.co.uk/teacher/</p>	<p>Health & Well-Being: DATE: Taking responsibility – other people need/want us to help them.</p>
<p>Living In The Wider World:</p>	<p>Living In The Wider World: GLOBAL/CITIZENSHIP: Celebrating different cultures.</p>	<p>Living In The Wider World:</p>	<p>Living In The Wider World: FINANCIAL CAPABILITY: Understanding what money is (financial capability.)</p>	<p>Living In The Wider World:</p>	<p>Living In The Wider World: BEING RESPONSIBLE: Playing co-operatively and being sensitive to the needs of others. What are you responsible for?</p>

YEAR 1

Autumn 1 Year 1	Autumn 2 Year 1	Spring 1 Year 1	Spring 2 Year 1	Summer 1 Year 1	Summer 2 Year 1
<p>Circles: Belonging What are the benefits of belonging to a group / community? What are your responsibilities towards...? How will your contribution benefit our school?</p>	<p>Circles: Friendship What are the signs of a good friendship? How should friends treat each other? What is collaboration? How does collaboration help our friendships and relationships?</p>	<p>Circles: Resilience How might someone feel if...? How might someone show that they are feeling this way? How can you show perseverance? Where can you get help with challenges?</p>	<p>Circles: Feelings What are values? Where do people's values come from? Why do we have rules? Who makes rules and laws?</p>	<p>Circles: Respect What are our rights and responsibilities in school and at home? How can we ensure that everyone's rights are respected and met?</p>	<p>Circles: Trust & Empathy How do you know if someone is feeling a certain way? How can you respond to someone's feelings in a way that will help them? What is empathy?</p>
<p>Relationships: RSE Spiral Curriculum: Feelings – Activity 1 & 2. Keeping Clean (Teaching SRE with confidence Lesson 1) ANTI BULLYING: ABCD Curriculum – pg 11</p>	<p>Relationships: RSE Spiral Curriculum: Feelings – Activity 2 FEELINGS & EMOTIONS: Understand and recognise a range of emotions and their physical and mental effects (1Decision – Jealousy) Prevent: Respect myself, Respect my friends. ANTI BULLYING: Anti-bullying week ABCD Curriculum – pg 40&62</p>	<p>Relationships: RSE Spiral Curriculum: Friends – Activity 4 & 5. LGBT – It's Okay To Be Different' text (similarities & differences) Growing & Changing (Teaching SRE with confidence Lesson 2)</p>	<p>Relationships: RSE Spiral Curriculum Friends – Activity 6 & 7 RELATIONSHIPS: Relationship Web. Caring about others and how to be a good friend (1Decision – Friendship) ANTI BULLYING: ABCD Curriculum – pg 77 & 99</p>	<p>Relationships: RSE Spiral Curriculum: Growing Up – Activity 9 & 10 Families & Care (Teaching SRE with confidence Lesson 3)</p>	<p>Relationships: RSE Spiral Curriculum: Every individual is unique – Activity 14 LGBT – Dogs Don't Do Ballet' text (different interests/challenging gender stereotypes) RSE Spiral Curriculum: Safety & Secrets – Activity 15 ANTI BULLYING: ABCD Curriculum – pg 123</p>
<p>Health & Well-Being: DATE: Choices about health & well-being. Medicines and what goes into our bodies. (DATE Lesson 1 & 2) Staying Healthy (Teaching DATE with confidence Lesson 1) E SAFETY: Self Image and Identity (Project Evolve) If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust.</p>	<p>Health & Well-Being: DATE: What's inside our bodies? (DATE Lesson 3)</p>	<p>Health & Well-Being: DATE: Understanding what medicines are and why we need them. (DATE Lesson 4) Medicines (Teaching DATE with confidence Lesson 2) E SAFETY: Online Reputation (Project Evolve) I can describe what information I should not put online without asking a trusted adult first</p>	<p>Health & Well-Being: DATE: Harmful aspects of some household products & medicines and ways to keep safe. (DATE- Lesson5)</p>	<p>Health & Well-Being: DATE: Who Gives Us Medicines? (Teaching DATE with confidence Lesson 3) E SAFETY: Health, Well-Being and Lifestyle (Project Evolve) I can explain rules to keep us safe when we are using technology both in and beyond the home. COMPUTER SAFETY: Awareness of computer safety rules and understand how online activity can affect others. 1Decision – Online Bullying)</p>	<p>Health & Well-Being: DATE: Where should medicines be kept? (DATE- Lesson 6) E SAFETY: Privacy and Security (Project Evolve) I can explain why I should always ask a trusted adult before I share any information about myself online.</p>
<p>Health & Well-Being ctd... KEEPING/ STAYING SAFE: Road Safety – Understand road safety and develop road sense. (1Decision – Road Safety)</p>		<p>Health & Well-Being ctd... KEEPING/ STAYING SAFE: Keeping Healthy & Germs – What do we do as a class to keep healthy? What are germs and how do they spread? Understand how to prevent spread (1Decision – Washing Hands)</p>			
<p>Living In The Wider World: FINANCIAL CAPABILITY: My Money Primary Toolkit – Year 1, Unit 1 – Understanding My Money</p>	<p>Living In The Wider World: BEING RESPONSIBLE: Money Primary Toolkit – Year 1, Units 2/3 – My Money Works/My Money Impact</p>	<p>Living In The Wider World: FINANCIAL CAPABILITY: My Money Primary Toolkit – Year 1, Units 2/3 – My Money Works/My Money Impact</p>	<p>Living In The Wider World: BEING RESPONSIBLE: Being Money Primary Toolkit – Year 1, Units 2/3 – My Money Works/My Money Impact</p>	<p>Living In The Wider World: FINANCIAL CAPABILITY: Keeping your money safe – Isle of Wight document</p>	<p>Living In The Wider World: BEING RESPONSIBLE: Hazard Watch – Is it safe to eat or drink? Is it safe to play with? (1Decision – Hazard Watch)</p>

YEAR 2

Autumn 1 Year 2	Autumn 2 Year 2	Spring 1 Year 2	Spring 2 Year 2	Summer 1 Year 2	Summer 2 Year 2
<p>Circles: Belonging What are the benefits of belonging to a group / community? What are your responsibilities towards...? How will your contribution benefit our school?</p> <p>Relationships: RSE Spiral Curriculum: Feelings – Activity 1,2 RELATIONSHIPS - Understand that feelings can be shown with out words and caring about other people's feelings (1Decision – Body Language) RSE: Differences – Boys & Girls (Teaching SRE with confidence Lesson 1) ANTI BULLYING: ABCD Curriculum – pg 41& 66</p> <p>Health & Well-Being: DATE: Medicines: Types of medicine in the home, safety and safe storage of medicine. (DATE Lesson 2) Risk (Teaching DATE with confidence Lesson 1) E SAFETY: Self Image and Identity (Project Evolve) I can give examples of issues online that might make me feel sad, worried, uncomfortable or frightened; I can give examples of how I might get help.</p>	<p>Circles: Friendship What are the signs of a good friendship? How should friends treat each other? What is collaboration? How does collaboration help our friendships and relationships?</p> <p>Relationships: RSE Spiral Curriculum: Feelings – Activity 3 FEELINGS & EMOTIONS - Learn coping skills for unpleasant emotions and recognise and name different emotions and their physical effects (1Decision – Worry and Anger) Prevent: Respect myself, Respect my friends. http://www.preventforchools.org/index.php?category_id=64 ANTI BULLYING: Anti-bullying week ABCD Curriculum – pg 41& 66</p> <p>Health & Well-Being: DATE: People who are special to me. (DATE Lesson 1)</p>	<p>Circles: Resilience How might someone feel if...? How might someone show that they are feeling this way? How can you show perseverance? Where can you get help with challenges?</p> <p>Relationships: RSE Spiral Curriculum: Family – Activity 4, LGBT – 'Giraffes Can't Dance' text (stereotyping and resilience) Scratch 2;- Create own unique giraffe sprite dance in Computing. RSE: Differences – Male & Female (Teaching SRE with confidence Lesson 2)</p> <p>Health & Well-Being: DATE: Make simple choices about some aspects of their health & well-being. (DATE Lesson 3) Hazardous Substances (Teaching DATE with confidence Lesson 2) E SAFETY: Online Reputation (Project Evolve) I know who to talk to if I think someone has made a mistake about putting something online.</p>	<p>Circles: Feelings What are values? Where do people's values come from? Why do we have rules? Who makes rules and laws?</p> <p>Relationships: RSE Spiral Curriculum: Different family types Activity 5 LGBT – 'And Tango Makes Three' text (Different family types)</p> <p>Health & Well-Being: DATE: Harmful aspects of some household products & medicines. What are medicines? (DATE Lesson 4)</p>	<p>Circles: Respect What are our rights and responsibilities in school and at home? How can we ensure that everyone's rights are respected and met?</p> <p>Relationships: RSE Spiral Curriculum: Growing Up – Activity 7 & 8 Naming The Body Parts (Teaching SRE with confidence Lesson 3)</p> <p>Health & Well-Being: DATE: Harmful aspects of some household products & medicines. Ways of keeping safe – keeping medicines safe. (DATE- Lesson 5)</p>	<p>Circles: Trust & Empathy How do you know if someone is feeling a certain way? How can you respond to someone's feelings in a way that will help them? What is empathy?</p> <p>Relationships: RSE Spiral Curriculum: Safety (safe/unsafe touches) – Activity 9</p> <p>Health & Well-Being: DATE: Feeling ill what to do. Contacting the emergency services. Household products can be harmful, if not used properly - Keeping safe. (DATE- Lesson 6)</p>
<p>Health & Well-Being ctd... KEEPING/ STAYING SAFE: Safe/Unsafe Scenarios - Understand what is safe & unsafe (1Decision – Tying Shoelaces)</p> <p>Living In The Wider World: FINANCIAL CAPABILITY: Money Matters – What is money? Why do we need money? How do we use money? (1Decision – Money Matters)</p>	<p>Health & Well-Being ctd... COMPUTER SAFETY: Understand how own actions can affect others and know risks of sharing images without permission (1Decision – Image Sharing)</p> <p>KEEPING/ STAYING HEALTHY: Brushing Teeth - Understand how and why to brush your teeth. (1Decision – Brushing Teeth)</p> <p>Living In The Wider World: FINANCIAL CAPABILITY: My Money Primary Toolkit – Year 2, Unit 1 - Understanding My Money</p>	<p>Health & Well-Being ctd... COMPUTER SAFETY: Understand how own actions can affect others and know risks of sharing images without permission (1Decision – Image Sharing)</p> <p>KEEPING/ STAYING HEALTHY: Brushing Teeth - Understand how and why to brush your teeth. (1Decision – Brushing Teeth)</p> <p>Living In The Wider World: FINANCIAL CAPABILITY: My Money Primary Toolkit – Year 2, Units 2/3 - My Money Works/My Money Impact</p>	<p>Health & Well-Being ctd... COMPUTER SAFETY: Understand how own actions can affect others and know risks of sharing images without permission (1Decision – Image Sharing)</p> <p>KEEPING/ STAYING HEALTHY: Brushing Teeth - Understand how and why to brush your teeth. (1Decision – Brushing Teeth)</p> <p>Living In The Wider World: BEING RESPONSIBLE: Sports/Activity: Name ways to improve an activity/sport and the benefits of practising (1Decision – Practise Makes Perfect) Stockport Road Safety – Step Outside</p>	<p>Health & Well-Being ctd... KEEPING/STAYING HEALTHY: Healthy Eating - Healthy and unsafe food choices (1Decision – Healthy Eating)</p> <p>Living In The Wider World: FINANCIAL CAPABILITY: Keeping your money safe- Isle of Wight document</p>	<p>Health & Well-Being ctd... KEEPING/STAYING HEALTHY: Healthy Eating - Healthy and unsafe food choices (1Decision – Healthy Eating)</p> <p>Living In The Wider World: BEING RESPONSIBLE: The Community: Helping people in the community and risks of talking to people you don't know (1Decision – Helping Someone In Need)</p>

YEAR 3

Autumn 1 Year 3	Autumn 2 Year 3	Spring 1 Year 3	Spring 2 Year 3	Summer 1 Year 3	Summer 2 Year 3
<p>Circles: Belonging What are the benefits of belonging to a group / community? What are your responsibilities towards...? How will your contribution benefit our school?</p> <p>Relationships: RSE: Feelings and worries- FEELINGS & EMOTIONS – Recognising and naming emotions – Recognise and name different emotions and physical effects of grief. Learn coping strategies (Text – It's ok that you're not ok.) (1Decision – Grief) RSE Spiral Curriculum: Feelings - Activities 1-6</p> <p>Health & Well-Being: DATE: Making choices/ peer pressure/ keeping safe (Activity 1) E SAFETY: Self Image and Identity (Project Evolve) To explain what is meant by the term 'identity'.</p>	<p>Circles: Friendship What are the signs of a good friendship? How should friends treat each other? What is collaboration? How does collaboration help our friendships and relationships?</p> <p>Relationships: RSE: How feelings affect friendships/ What does a good friend look like? Roll on the wall- how people might feel on the inside/ outside RSE Spiral Curriculum: Friendship - Activities 7/8 ANTI BULLYING: What is a bully? When might bullying occur? What happens in school to prevent bullying? ABCD Curriculum – pg 67 Anti-bullying week</p> <p>Health & Well-Being: DATE: Peer relationships and friendships (Activity 2)</p>	<p>Circles: Resilience How might someone feel if...? How might someone show that they are feeling this way? How can you show perseverance? Where can you get help with challenges?</p> <p>Relationships: RSE: Celebrating difference and diversity (ABCD booklet- Disability p67 homophobia p81 homophobia p106 race p129) RSE Spiral Curriculum: Growing Up – Activity 10</p> <p>Health & Well-Being: DATE: Talk about & understand the role of medicine – drugs and medicines (Activity 4) E SAFETY: Online Reputation (Project Evolve) To recognise I need to be careful before I share anything about myself or others online. COMPUTER SAFETY: identify dangers of talking to strangers online and keeping safe in online chat rooms (1Decision – Making Friends Online)</p>	<p>Circles: Feelings What are values? Where do people's values come from? Why do we have rules? Who makes rules and laws?</p> <p>Relationships: RSE: Growing Up – Body parts Teaching SRE with confidence Lesson 1: Differences: Male and Female RSE Spiral Curriculum: Growing Up - Activities 11/12 ANTI BULLYING: Roll of witnesses in bullying. ABCD Curriculum – Pg 43</p> <p>Health & Well-Being: DATE: Harmful aspects of some household products & medicines. Keeping safe and risks (Activity 3)</p>	<p>Circles: Respect What are our rights and responsibilities in school and at home? How can we ensure that everyone's rights are respected and met?</p> <p>Relationships: RSE: Growing Up – Personal Space (NSPCC – PANTS) RELATIONSHIPS: Appropriate Touch - Understand what is appropriate/ in appropriate touch. Understand personal boundaries (1Decision – Touch) Teaching SRE with confidence lesson 2: Personal Space RSE Spiral Curriculum: Growing Up - Activity 9</p> <p>Health & Well-Being: DATE: Identifying dangers (Activity 6) Teaching DATE with confidence lesson 1: Why People Smoke E SAFETY: Health, Well-Being and Lifestyle To explain why spending too much time using technology can sometimes have a negative impact on me; I can give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos).</p>	<p>Circles: Trust & Empathy How do you know if someone is feeling a certain way? How can you respond to someone's feelings in a way that will help them? What is empathy?</p> <p>Relationships: RSE: Growing Up- Different Families Same Love Teaching SRE with confidence lesson 3: Family Differences LGBT – 'Donovan's Big Day' text (Civil partnerships - different families same love) RSE Spiral Curriculum: Families - Activities 13/14/15 Stonewall resources Different families same love. ANTI BULLYING: Ways to prevent bullying. ABCD Curriculum – pg 81</p> <p>Health & Well-Being: DATE: Drugs can have positive and harmful effects (Activity 5) Teaching DATE with confidence lesson 2: Physical Effects of Smoking E SAFETY: Privacy and Security (Project Evolve) To describe and explain some rules for keeping my information private.</p>
<p>Health & Well-Being ctd... KEEPING/ STAYING SAFE: Safe/Unsafe Scenarios – Who keeps us safe? Understanding hazards outside the home and how to react to hazards (1Decision – Staying Safe/Leaning Out Of Windows)</p> <p>Living In The Wider World: FINANCIAL CAPABILITY: My Money Primary Toolkit – Year 3, Unit 1 - Understanding My Money.</p>	<p>Health & Well-Being ctd... COMPUTER SAFETY: Understand how own actions can affect others and know risks of sharing images without permission (1Decision – Image Sharing)</p> <p>KEEPING/ STAYING HEALTHY: Brushing Teeth - Understand how and why to brush your teeth. (1Decision – Brushing Teeth)</p> <p>Living In The Wider World: BEING RESPONSIBLE: Stealing Describe own feelings if things are borrowed and not returned. Know why it is wrong to steal (1Decision – Stealing)</p>	<p>Health & Well-Being ctd... COMPUTER SAFETY: Understand how own actions can affect others and know risks of sharing images without permission (1Decision – Image Sharing)</p> <p>KEEPING/ STAYING HEALTHY: Medicine Safety rules) – Know & understand simple safety rules about medicine and who we can accept it from (1Decision – Medicines)</p> <p>Living In The Wider World: FINANCIAL CAPABILITY: My Money Primary Toolkit – Year 3, Units 2/3 - My Money Works/My Money Impact.</p>	<p>Health & Well-Being ctd... COMPUTER SAFETY: Understand how own actions can affect others and know risks of sharing images without permission (1Decision – Image Sharing)</p> <p>KEEPING/ STAYING HEALTHY: Medicine Safety rules) – Know & understand simple safety rules about medicine and who we can accept it from (1Decision – Medicines)</p> <p>Living In The Wider World: BEING RESPONSIBLE: Consequences: Consideration of being responsible – consequences quiz (1Decision – Stealing)</p>	<p>Health & Well-Being ctd... KEEPING/STAYING HEALTHY: Healthy Eating - Healthy and unsafe food choices (1Decision – Healthy Eating)</p> <p>Living In The Wider World: FINANCIAL CAPABILITY: Keeping your money safe- Isle of Wight document</p>	<p>Health & Well-Being ctd... KEEPING/STAYING HEALTHY: Healthy Eating - Healthy and unsafe food choices (1Decision – Healthy Eating)</p> <p>Living In The Wider World: BEING RESPONSIBLE: Fire Safety: Look at the work of the fire service in the community. When and why should we call 999? Understand safe and unsafe choices (1Decision – Fire Safety)</p>

YEAR 4

Autumn 1 Year 4	Autumn 2 Year 4	Spring 1 Year 4	Spring 2 Year 4	Summer 1 Year 4	Summer 2 Year 4
<p>Circles: Belonging <i>What are the benefits of belonging to a group / community? What are your responsibilities towards...? How will your contribution benefit our school?</i></p> <p>Relationships: RSE: Feelings & Friendship – Expressing positive & negative feelings. http://www.bbc.co.uk/education/topics/zhwf88/resources/1 BBC Class clips</p> <p>RSE Spiral Curriculum: Feelings – Activity 1</p>	<p>Circles: Friendship <i>What are the signs of a good friendship? How should friends treat each other? What is collaboration? How does collaboration help our friendships and relationships?</i></p> <p>Relationships: RSE: Feelings & Friendship- Qualities of friendship and conflict. Feeling left out. http://www.bbc.co.uk/education/topics/zhwf88/resources/1 BBC Class clips</p> <p>FEELINGS & EMOTIONS – How many feelings do you know? Antisocial behaviour – others who are lonely, jealous or upset (1Decision – Jealousy)</p> <p>RSE Spiral Curriculum: Friendship – Activity 2 & 3</p> <p>ANTI BULLYING: Anti-bullying week ABCD Curriculum – pg 47</p>	<p>Circles: Resilience <i>How might someone feel if...? How might someone show that they are feeling this way? How can you show perseverance? Where can you get help with challenges?</i></p> <p>Relationships: RSE: Celebrating Difference and diversity- how are we similar? How are we different? Celebrating difference (Lesson 1) LGBT – Red, A Crayon's Story' text (Trans identities – celebrating difference & diversity) Scratch 2J – animate a scene from the text in Computing.</p> <p>RSE Spiral Curriculum: Growing Up – Activity 10</p>	<p>Circles: Feelings <i>What are values? Where do people's values come from? Why do we have rules? Who makes rules and laws?</i></p> <p>Relationships: RSE: Celebrating Difference and diversity- how are we similar? How are we different? Celebrating difference (Lesson 2)</p> <p>ANTI BULLYING: ABCD Curriculum – pg 83/108</p>	<p>Circles: Respect <i>What are our rights and responsibilities in school and at home? How can we ensure that everyone's rights are respected and met?</i></p> <p>Relationships: RSE: Celebrating Difference and diversity- how are we similar? How are we different? Celebrating difference (Lesson 3)</p> <p>RSE Spiral Curriculum: Growing Up – Activity 6 & 7</p>	<p>Circles: Trust & Empathy <i>How do you know if someone is feeling a certain way? How can you respond to someone's feelings in a way that will help them? What is empathy?</i></p> <p>Relationships: RSE: Growing Up & Safety – Correct use of vocabulary (Teaching SRE with confidence Lesson 1-3) (Lesson 2)</p> <p>GROWING & CHANGING – Relationships- know that relationships change as we grow. Identify how relationships can be healthy/unhealthy. (1Decision – Appropriate Touch/Relationships)</p> <p>RSE Spiral Curriculum: Everyone is special/different – Activity 9 & 10</p> <p>ANTI BULLYING: ABCD Curriculum – pg 132</p>
<p>Health & Well-Being: DATE: Identify & name some feelings. Express positive and negative qualities (link to circle time)</p> <p>E SAFETY: Self Image and Identity (Project Evolve) I can explain how my online identity can be different to the identity I present in 'real life'. Knowing this, I can describe the right decisions about how I interact with others and how others perceive me.</p> <p>ABCD Curriculum – pg 20</p> <p>KEEPING/ STAYING SAFE: Safe/Unsafe Scenarios – Strategies to keep themselves and others safe – risky choices (1 Decision – Cycle Safety)</p>	<p>Health & Well-Being: DATE: Harmful aspects of some household products & medicines. Keeping safe at home- Link to science and electricity- dangers at home http://www.everschool.co.uk/ps/he-key-stage-2-keep-safe-and-healthy.html</p> <p>E SAFETY: Online Reputation (Project Evolve) I can describe how others can find out information about me by looking online.</p> <p>KEEPING/ STAYING HEALTHY: Healthy Lifestyle Choices – Know & understand how sugar, salt and fat in food and drink affects us (1 Decision – Healthy Living)</p> <p>Stockport Road Safety - Headsmart</p>	<p>Health & Well-Being: DATE: Simple choices about some aspects of health and well-being – understand the effects of alcohol & tobacco. (DATE Lesson 2)</p> <p>Effects of alcohol (Teaching DATE with confidence Lesson 1)</p> <p>Limits to drinking alcohol (Teaching DATE with confidence Lesson 3)</p> <p>E SAFETY: Online Reputation (Project Evolve) I can describe how others can find out information about me by looking online.</p> <p>KEEPING/ STAYING HEALTHY: Healthy Lifestyle Choices – Know & understand how sugar, salt and fat in food and drink affects us (1 Decision – Healthy Living)</p> <p>Stockport Road Safety - Headsmart</p>	<p>Health & Well-Being: DATE: Simple choices about some aspects of health and well-being – drugs. (DATE- Lesson 4)</p> <p>E SAFETY: Health, Well-Being and Lifestyle (Project Evolve) I can identify times or situations when I might need to limit the amount of time I use technology. I can suggest strategies to help me limit this time.</p> <p>HEALTHY LIFESTYLES: Being a safe cyclist and road safety, use of seatbelts in the car. http://www.bbc.co.uk/education/clips/z92w2hw http://talesoftheroad.direct.gov.uk/cycling-safety.php</p>	<p>Health & Well-Being: DATE: Describe ways of keeping safe – safety in the home. (DATE Lesson 1)</p> <p>E SAFETY: Health, Well-Being and Lifestyle (Project Evolve) I can identify times or situations when I might need to limit the amount of time I use technology. I can suggest strategies to help me limit this time.</p> <p>HEALTHY LIFESTYLES: Being a safe cyclist and road safety, use of seatbelts in the car. http://www.bbc.co.uk/education/clips/z92w2hw http://talesoftheroad.direct.gov.uk/cycling-safety.php</p>	<p>Health & Well-Being: DATE: Unwanted influences and peer pressure. (DATE Lesson 3)</p> <p>E SAFETY: Privacy and Security (Project Evolve) I can describe strategies for keeping my personal information private, depending on context. COMPUTER SAFETY: Identify cyber-bullying and its consequences. Coping strategies if someone is being bullied online (1Decision – Online Bullying)</p>
<p>Living In The Wider World: FINANCIAL CAPABILITY: My Money Primary Toolkit – Year 4, Unit 1 - Understanding My Money.</p>	<p>Living In The Wider World: BEING RESPONSIBLE: Responsibility at home, at school & in the community: Understand the importance of being responsible in a range of situations. Why being on time is important (1Decision – Coming Home On Time)</p>	<p>Living In The Wider World: FINANCIAL CAPABILITY: My Money Primary Toolkit – Year 4, Units 2/3 - My Money Works/My Money Impact.</p>	<p>Living In The Wider World: BEING RESPONSIBLE: The Working World: Know and understand who pays for the services that keep us healthy and safe. Identify ways we can help those who look after us (1Decision – Chores At Home)</p>	<p>Living In The Wider World: FINANCIAL CAPABILITY: Keeping your money safe- Isle of Wight document</p>	<p>Living In The Wider World: BEING RESPONSIBLE: A World Without Judgements: What does the word 'judgement' mean? Focus on positive attributes in others and understand how our judgements and opinions can affect others (1Decision – Breaking Down Barriers)</p>

YEAR 5

Autumn 1 Year 5	Autumn 2 Year 5	Spring 1 Year 5	Spring 2 Year 5	Summer 1 Year 5	Summer 2 Year 5
<p>Circles: Belonging What are the benefits of belonging to a group / community? What are your responsibilities towards...? How will your contribution benefit our school?</p>	<p>Circles: Friendship What are the signs of a good friendship? How should friends treat each other? What is collaboration? How does collaboration help our friendships and relationships?</p>	<p>Circles: Resilience How might someone feel if...? How might someone show that they are feeling this way? How can you show perseverance? Where can you get help with challenges?</p>	<p>Circles: Feelings What are values? Where do people's values come from? Why do we have rules? Who makes rules and laws?</p>	<p>Circles: Respect What are our rights and responsibilities in school and at home? How can we ensure that everyone's rights are respected and met?</p>	<p>Circles: Trust & Empathy How do you know if someone is feeling a certain way? How can you respond to someone's feelings in a way that will help them? What is empathy?</p>
<p>Relationships: RSE: Feelings, Friendships & Relationships – Feelings & controlling own behaviour. RSE Spiral Curriculum: Feelings - Activities 7 & 8</p> <p>FEELINGS AND EMOTIONS: Anger – Understand what is healthy/unhealthy anger and how to debate (1Decision – Anger)</p>	<p>Relationships: RSE: Feelings, Friendships & Relationships – Friendship qualities. RSE Spiral Curriculum: Activities 4 & 5</p> <p>ANTI BULLYING: ABCD Curriculum – pg 52 Anti-bullying week</p>	<p>Relationships: RSE: Celebrating Difference and Diversity- Disability awareness</p>	<p>Relationships: RSE: Families & Safety - exploring media information/role models. RSE Spiral Curriculum: Activity 13</p> <p>LGBT – "Frida Kahlo" PowerPoint (Role Model...an inspirational artist) Links with Art focus.</p> <p>ANTI BULLYING: ABCD Curriculum – pg70 & 135</p>	<p>Relationships: RSE: Growing Up – Puberty & Personal Hygiene, Confidentiality and understanding why ground rules are set.</p> <p>Talking about puberty - Teaching SRE with confidence Lesson 1-3</p> <p>GROWING AND CHANGING: Puberty - Understand what puberty is and understand the changes that girls and boys go through. Coping strategies (1Decision – Puberty)</p>	<p>Relationships: RSE: Growing Up – Names & functions of Bodyparts and how a baby is made. RSE Spiral Curriculum: Activities: 9, 10 and 11</p> <p>ANTI BULLYING: ABCD Curriculum – pg 89/114</p>
<p>Health & Well-Being: DATE: Attitudes & values in society – attitudes, beliefs & stereotyping. DATE peer pressure- activity 1</p> <p>KEEPING/ STAYING SAFE: Peer Pressure – Understand potential outcomes of taking risks. What is peer pressure and why do we give in to it? Develop coping strategies (1Decision – Peer Pressure)</p>	<p>Health & Well-Being: DATE: Legal & illegal substances and drugs. DATE legal and illegal- activity 5</p> <p>KEEPING/ STAYING HEALTHY: Smoking – Understand that nicotine is a drug and the risks related to smoking. How it can affect future health & well being (1Decision – Smoking)</p>	<p>Health & Well-Being: DATE: Make own judgements & decisions – resisting negative peer pressure. Risk taking and making own judgements. DATE peer pressure- activity 2</p> <p>Millie's Trust – First Aid</p>	<p>Health & Well-Being: DATE: Express own views & respect others. DATE - activity 3- diamond</p>	<p>Health & Well-Being: DATE: Legal & illegal substances & their effects.</p>	<p>Health & Well-Being: DATE: Alcohol units and basic first aid. DATE- activity 7</p>

<p>Health & Well-Being ctd... E SAFETY: Self Image and Identity (Project Evolve) I can explain how identity online can be copied, modified or altered. I can demonstrate responsible choices about my online identity, depending on context. ABCD Curriculum – pg 22</p>		<p>Health & Well-Being ctd... E SAFETY: Online Reputation (Project Evolve) I can search for information about an individual online and create a summary report of the information I find.</p>		<p>Health & Well-Being ctd... E SAFETY: Health, Well-Being and Lifestyle (Project Evolve) I can describe some strategies, tips or advice to promote healthy sleep with regards to technology. COMPUTER SAFETY: Potential outcomes of sharing images online and creating rules to follow when doing so. Rules and laws for sharing images and how to overcome pressures (1Decision – Image Sharing)</p>	
<p>Living In The Wider World: FINANCIAL CAPABILITY: My Money Primary Toolkit – Year 5, Unit 1 - Understanding My Money.</p>	<p>Living In The Wider World: BEING RESPONSIBLE: Looking Out For Others: Learn how to speak out when someone is being unkind. Understand the importance of standing up to people who are not behaving in an appropriate way (1Decision – Looking Out For Others)</p>	<p>Living In The Wider World: FINANCIAL CAPABILITY: My Money Primary Toolkit – Year 5, Units 2/3 - My Money Works/My Money Impact.</p>	<p>Living In The Wider World: BEING RESPONSIBLE: The Working World: Understand the basics of saving money and identify how they can help at home (1Decision – Enterprise)</p>	<p>Living In The Wider World: FINANCIAL CAPABILITY: Keeping your money safe- Isle of Wight document</p>	<p>Living In The Wider World: BEING RESPONSIBLE: A World Without Judgement: Discuss what makes us different and unique. Describe strategies to overcome barriers and promote diversity & inclusion (1Decision – Inclusion And Acceptance)</p>

YEAR 6

Autumn 1 Year 6	Autumn 2 Year 6	Spring 1 Year 6	Spring 2 Year 6	Summer 1 Year 6	Summer 2 Year 6
<p>Circles: Belonging What are the benefits of belonging to a group / community? What are your responsibilities towards...? How will your contribution benefit our school?</p>	<p>Circles: Friendship What are the signs of a good friendship? How should friends treat each other? What is collaboration? How does collaboration help our friendships and relationships?</p>	<p>Circles: Resilience How might someone feel if...? How might someone show that they are feeling this way? How can you show perseverance? Where can you get help with challenges?</p>	<p>Circles: Feelings What are values? Where do people's values come from? Why do we have rules? Who makes rules and laws?</p>	<p>Circles: Respect What are our rights and responsibilities in school and at home? How can we ensure that everyone's rights are respected and met?</p>	<p>Circles: Trust & Empathy How do you know if someone is feeling a certain way? How can you respond to someone's feelings in a way that will help them? What is empathy?</p>
<p>Relationships: RSE: Feelings, Friendships & Relationships – Family views and responsibilities- celebrating difference and diversity- introducing correct language and discussing differences. LGBT – Same Love by Macklemore (make up own rap about acceptance of others.) Links with Music.</p>	<p>Relationships: RSE: Feelings, Friendships & Relationships – Friendships and Diverse Families, Marriage. Teaching SRE with confidence lesson 4 LGBT – Choose an LGBT Role Model and make own own point about them. Links with Computing.</p>	<p>Relationships: RSE: Feelings, Friendships & Relationships- Strong Feelings, Attraction & Love- using the correct terminology. Teaching SRE with confidence- lesson 2</p>	<p>Relationships: RSE: Safety – Stereotypes- the role of the media & safety, Risk Taking. http://www.kidsmart.org.uk/socialnetworking/ How do the media affect the choices we make?</p>	<p>Relationships: RSE: Growing Up – Emotions, fears and worries of growing up. Transmission of disease - Teaching SRE with confidence, lesson 1</p>	<p>Relationships: RSE: Growing Up - All Change! Living & Growing DVD, Body changes, Conception and Having a Baby, RSE in the media.</p>
<p>Health & Well-Being: DATE: Attitudes & values in society – attitudes, beliefs & stereotyping. (DATE lesson 1)</p>	<p>Health & Well-Being: DATE: Identify & explain how to manage risks & keep safe. Risk taking and personal responsibility. (DATE lesson 3)</p>	<p>Health & Well-Being: DATE: Make own judgements & decisions – resisting negative peer pressure & keeping safe. Unwanted influences and pressures. Making the right decisions (DATE lesson 2 & 4) Crucial Crew Trip</p>	<p>Health & Well-Being: DATE: Confidently express own views & listen to & respect others. Alcohol misuse. Twinkl- year 6 resources on alcohol and drugs</p>	<p>Health & Well-Being: DATE: Knowledge & effects of legal and illegal drugs and associated risks. Twinkl- year 6 resources on alcohol and drugs</p>	<p>Health & Well-Being: DATE: Positive ways to face new challenges e.g. transition. Know where to look for help- first aid etc. St. John's Ambulance visit?</p>
<p>FEELINGS AND EMOTIONS: Worry - Understand how we can recognise worry and support self or others who may be worried (1Decision – Worry) RSE Spiral Curriculum: Growing Up – Activity 8 & 10</p>	<p>ANTI BULLYING: ABCD Curriculum – pg 55 Anti-bullying week</p>	<p>ANTI BULLYING: ABCD Curriculum – pg 73</p>	<p>FEELINGS AND EMOTIONS: Worry - Understand how we can recognise worry and support self or others who may be worried (1Decision – Worry) RSE Spiral Curriculum: Growing Up – Activity 8 & 10</p>	<p>GROWING AND CHANGING: Conception - Understand the correct terminology and the function of the reproductive systems. Different stages of pregnancy (1Decision – Conception) Teaching SRE with confidence lesson 3 RSE Spiral Curriculum: Growing Up – Activity 12 & 13</p>	<p>ANTI BULLYING: ABCD Curriculum – pg 93/116</p>
<p>TRANSITION – Transition to High School (Rise Above – Transition To Secondary School)</p>					

<p>Health & Well-Being ctd... E SAFETY: Self Image and Identity (Project Evolve) • I can describe ways in which media can shape ideas about gender. ABCD Curriculum – pg 24 KEEPING/ STAYING SAFE: Water Safety – Warning signs and dangers of water. Keeping safe near water (1Decision – water Safety)</p>	<p>Health & Well-Being ctd... E SAFETY: Online Reputation (Project Evolve) I can describe some simple ways that help build a positive online reputation Stockport Road Safety - Speedwatch</p>	<p>Health & Well-Being ctd... E SAFETY: Health, Well-Being and Lifestyle (Project Evolve) I can explain the importance of self-regulating my use of technology; I can demonstrate the strategies I use to do this (e.g. monitoring my time online, avoiding accidents). COMPUTER SAFETY: Understand the dangers of talking to people online and that fake profiles exist. Recognise ways to help others who may be worried (1Decision – Making Friends Online)</p>	<p>Health & Well-Being ctd... E SAFETY: Privacy and Security (Project Evolve) I can describe simple ways to increase privacy on apps and services that provide privacy settings. I can describe ways in which some online content targets people to gain money or information illegally. • I can describe strategies to help me identify such content (e.g. scams, phishing)</p>
<p>Living In The Wider World: FINANCIAL CAPABILITY: My Money Primary Toolkit – Year 6, Unit 1 - Understanding My Money.</p>	<p>Living In The Wider World: BEING RESPONSIBLE: Stealing: Understand the importance of not stealing. Why is it important to be3 considerate and maintain a positive reputation? Understand why we don't take other people's belongings without permission (1Decision – Stealing)</p>	<p>Living In The Wider World: BEING RESPONSIBLE: The Working World: Understand the impact of spending money without permission. Recognise how to be responsible and respectful whilst using online games and apps. (1Decision – In-app purchases)</p>	<p>Living In The Wider World: FINANCIAL CAPABILITY: Keeping your money safe- Isle of Wight document</p>
<p>Living In The Wider World: FINANCIAL CAPABILITY: My Money Primary Toolkit – Year 6, Units 2/3 - My Money Works/My Money Impact.</p>	<p>Living In The Wider World: BEING RESPONSIBLE: A World Without Judgement: Discuss each of the British Values and how all religions can live in cohesion. Equality is... Diversity is... Cohesion means to... (1Decision – British Values)</p>		