

RSE Policy



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Relationship and Sex Education will provide the foundations for healthy, respectful relationships, including those online, both by way we 'live our **values**' here at Danesfield, and explicit teaching. Encouraging a **growth mindset** and teaching the children about mental wellbeing is key to this.

Content

Class teachers are expected to deliver the following content, which builds upon the children's current knowledge and understanding in an age-appropriate way. Outside agencies such as the NSPCC and other organisations related to online safety, for example, will reinforce the work of the teachers.

There is a particular emphasis on the teaching of relationships in the 'Spring 1' term, although some of the content may be covered at other points in the school term or subject areas (online safety in computing for example), where appropriate. Where necessary, children with additional educational needs will be accommodated to ensure that they are able to access the learning.

By the end of primary school pupils should know:

Families and people who care for me

- 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 for them.
- 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/civil partnership represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

- 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, 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, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

- 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.
- 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.
- that some harmful attitudes, such as misogyny (dislike or disrespect of women and girls) and incel culture (a belief system that blames or devalues others for personal experiences) can appear online or in social groups, and that these ideas are wrong and unsafe.
- that they should speak to a trusted adult if they encounter upsetting, disrespectful or extreme views, either in person or online.

Online relationships

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

Being safe

- 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 who they do not know.
- how to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.
- where to get advice from e.g. family, school and/or other sources.
- how to stay safe in and around water, including understanding risks in different environments (such as pools, rivers, lakes, and the sea) and how to respond in an emergency. This is taught through our survival swimming lessons.

Emotional Literacy and Mental Health Clarity

- That a wide range of feelings, such as happiness, sadness, anger, worry, frustration, and fear, are normal emotional experiences and part of everyday life.
- That experiencing emotions like feeling low or anxious does not necessarily mean there is a mental health problem.

- How to recognise and name different emotions in themselves and others, and how emotions can change in different situations or over time.
- That it is important to talk about emotions and seek help when they are feeling overwhelmed or unsure.
- That it is okay to ask for help multiple times and to keep trying until someone listens and helps.
- That there are healthy ways to manage and regulate emotions, such as through breathing techniques, physical activity, creative expression, and talking to trusted adults.
- That grief and loss (including the death of a loved one, pet, or significant life change) are natural experiences and can bring about a range of emotions, all of which are valid.
- Who they can turn to for support in school, at home, or in the wider community if they are struggling emotionally.
- That showing empathy and understanding towards others who may be going through emotional difficulties is part of building healthy, respectful relationships.
- That speaking openly about emotions and mental wellbeing helps to reduce stigma and supports everyone's right to feel safe and supported.

Specific content can be found in the PSHEE Curriculum map in Appendix 2 at the bottom of this policy.

At Danesfield we use a range of methods to support children with their relationships including discussions and role-play. We are a growth mindset school and we encourage the children to review and reflect on their relationships, moving away from fixed mindset thinking.

Values are an integral part of our teaching which encourage positive relationships. Danesfield explores and celebrates a different value every month, through staff living and demonstrating the values, assemblies and classwork.

Delivery

Guidance states that

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. (DfE guidance 2020)

At Danesfield RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the Science curriculum, and other aspects may be included in Religious Education (RE).

The content of Relationships and Sex Education matches the age and maturity of all pupils involved and at EYFS, KS1 and KS2 include:

Attitudes and Values

- Valuing and respecting others and ourselves;
- Valuing and respecting healthy personal relationships, including between friends, families and others;
- Recognising the importance of pursuing a healthy lifestyle and keeping others and ourselves safe.

Knowledge and Understanding

- Recognising and naming parts of the body;
- Describing the reproductive system and childbirth;
- Developing and understanding of the physical and emotional aspects of puberty;

- Developing and understanding of behaviour that carries risks;
- Providing opportunities for pupils to ask questions and clarify misinformation.

Personal and Social Skills

- Developing skills in talking, listening and thinking about feelings and relationships;
- Enabling pupils to identify and seek help and support;
- Developing pupils abilities to make informed decisions, manage their relationships and in the future lead sexually fulfilling and healthy lives.

Terminology

Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and is not acceptable language to use.

Establishing a safe learning environment and dealing with difficult questions

Teaching staff will use a range of strategies to deliver RSE but will focus on active and experiential learning techniques. This will enable pupil participation and involvement in their learning and develop pupil's confidence in talking, listening and thinking about relationships and sex.

These techniques include:

- Establishing ground rules with pupils – as in all aspects of PSHE a set of ground rules helps create a safe environment;
- Knowing how to deal with unexpected questions or comments from pupils;
- Encouraging reflection.
- an anonymous question box; this will enable pupils to feel more comfortable to ask questions without being identified

In all PSHEE and RSE sessions, teachers will ensure that a safe learning environment is established. A set of ground rules will provide boundaries over what is appropriate and not appropriate and about how to respond to unexpected, embarrassing questions or comments from pupils in a whole-class situation.

Guidance for teachers is as follows:

- If a question is of a personal nature, remind the pupil of the ground rule: 'No-one has to answer personal questions';
- If a teacher or member of staff does not know or is unsure of an answer, they will say so and explain that they will get back to the pupil later (and try to specify when);
- Colleagues can always be consulted for support. It may be appropriate (having agreed with the pupil) to liaise with parent/carers.
- If a question is very explicit; it seems too old for a pupil; or inappropriate for a whole class session, acknowledge the question and, if teacher and pupil are concerned are comfortable with this, arrange to respond later, on an individual basis;
- If a pupil needs further support, she/he could be referred to the GP, helpline or outside agency;
- If there are concerns about sexual abuse, follow the school's child protection procedures.

Restorative Practice

We adopt a Restorative Approach when managing conflictual issues within school. Children are encouraged to reflect on what happened, acknowledge their thoughts and feelings, identify who else has been affected, and recognise the impact that their behaviour has played. Solutions for resolution to repair the conflict will be sought.

Rainbow System

In class and throughout the school a Rainbow System is used to monitor children's behaviour and deal with unacceptable behaviour in a consistent way. It also addresses the use of persistent reoccurrence of low level disruptive behaviour, as this not only affects the learning of the person responsible but can prevent other children learning to best effect. The Behaviour, Rewards, and Sanctions Form outlines expected levels of behaviour and responses. It is emphasised that these are for guidance, as each individual case and each child's needs, including special needs and behaviour plans, and personal context are also taken into consideration. It is also impossible to describe every instance or type of behaviour.

Further details are outlined in our Behaviour Management Policy.

Monitoring and Review

The Senior Leadership Team monitor the RSE policy and will take serious consideration to any comment from parents about the policy including the content, and will make a record of such comments. Teaching about relationships provides a firm foundation for a safe and happy future, preparing children for the next stage in their education. As such parents do not have the right to withdraw children from the programme, but are welcome to discuss any concerns with either their child's class teacher or the head teacher. Should anyone believe that this policy is not being upheld, it is their duty to report the matter to the attention of the Head Teacher, Head of Early Years at the earliest opportunity.

The content the school is expected to cover by the end of primary school is outlined in Appendix One, taken from DfE guidance 2020

Sex Education Content

Guidance states that

"Sex education is not compulsory in primary schools" (DfE Guidance 2020)

However, the school recognises the responsibility it has in preparing children for adolescence. Science and PSHEE content cover areas relating to stages of growth in humans (including puberty), as well as life cycles and reproduction on plants and animals. In addition to this, as stated, the school takes the recommendation below that;

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings... (DfE Guidance 2020)

To achieve this, the school delivers additional Sex Education lessons to Year 5 and 6 pupils. The content for these is designed to address misconception that arise at this time in a child's life, as suggested in the guidance...

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. The school's policy should cover how the school handles such questions. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. (DfE Guidance 2020)

These lessons centre largely around the reproductive system content associated with Key Stage 3 Science, as well as covering menstruation specifically for both genders. Sessions take place in both gender-separated groups, and as a

whole class. Furthermore, children will have scope to pose questions which may or may not be answered at the discretion of the teacher delivering the sessions.

This content will be shared with parents prior to the lessons taking place in the Summer Term, and parents are invited to state areas they do not wish to be discussed, or similarly may opt to withdraw the child (see below for further information)

Teachers assess progress and understanding in relationships education through pupil discussions and responses in their written work. Brief records of pupils' understanding and progress may be kept by teachers to form part of the records of overall progress in PSHEE.

1. Roles and Responsibilities

The Governing Board

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

The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the components of RSE

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

Pupils

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

2. Parents right to withdraw

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

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action. Parents do not have the right to withdraw from the 'relationships' part of the learning.

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

Appendix One

Expectations for pupils to have covered by the end of Primary School.

Taken from 'Relationships Educations, Relationships and Sex Education (RSE) and Health Education (Sept 2021)

Relationships Education (Primary)

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

55. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

56. Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

57. From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

58. The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

59. 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.

60. A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the

individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

61. Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

62. Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

By the end of primary school:

Families and people who care for me	<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.
	<ul style="list-style-type: none"> that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. that marriage¹³ represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships	<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.
Respectful relationships	<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.

¹³ Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

	<ul style="list-style-type: none"> • 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.
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Online relationships	<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.
Being safe	<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 - Danesfield Manor School RSE & PSHEE Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pre-school	<p>Development matters:</p> <p>Self-confidence and self-awareness- Can select and use activities and resources with help.</p> <p>Making relationships - May form a special relationship with another child.</p> <p>Managing feelings and behaviour - Shows understanding and cooperates with some boundaries and routines.</p> <p>Begin to accept the needs of others and can take turns and share resources, sometimes with support from others.</p>		<p>Development matters:</p> <p>Self-confidence and self-awareness- Is more outgoing towards unfamiliar people and more confident in new social situations.</p> <p>Making relationships - Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p> <p>Managing feelings and behaviour - Aware of own feelings, and knows that some actions and words can hurt others' feelings.</p>		<p>Development matters:</p> <p>Self-confidence and self-awareness- Confident to speak to others about own needs, wants, interests and opinions.</p> <p>Making relationships – Keeps play going by responding to what others are saying or doing.</p> <p>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p>Managing feelings and behaviour - Can usually adapt behaviour to different events, social situations and changes in routine.</p>	
Year R	<p>Development matters:</p> <p>Self-confidence and self-awareness- Confident to speak to others about own needs, wants, interests and opinions.</p> <p>Making relationships - Takes steps to resolve conflicts with other children e.g. finding a compromise.</p> <p>Managing feelings and behaviour - Aware of the boundaries set and behavioural expectations in the setting.</p> <p>Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p> <p>Growth Mindset</p> <p>Values:</p> <p>September: Excellence</p> <p>October: Respect (British Value)</p> <p>November / December: Giving</p>		<p>Development matters:</p> <p>Self-confidence and self-awareness</p> <p>Can describe self in positive terms and talk about abilities.</p> <p>Making relationships</p> <p>Initiates conversations, attends to and takes account of what others say.</p> <p>Managing feelings and behaviour - Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</p> <p>Values:</p> <p>January: Tolerance (British Value)</p> <p>February: Friendship</p> <p>March / April: Belonging</p>		<p>Development matters:</p> <p>Self-confidence and self-awareness</p> <p>Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. Explains own knowledge and understanding, and asks appropriate questions of others.</p> <p>Making relationships</p> <p>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p>Managing feelings and behaviour</p> <p>Children talk about how they and others show feelings, talk about their own and others behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.</p> <p>Growth Mindset - how has your mindset changed over the year?</p> <p>Values:</p> <p>May: Responsibility</p> <p>June/July: Trust and Honesty</p>	

Year 1	<p>All about me</p> <p>H3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals L8. ways in which they are all unique; understand that there has never been and will never be another 'them' L9./R8 ways in which we are the same as all other people; what we have in common with everyone else R1. to communicate their feelings to others, to recognise how others show feelings and how to respond H4. about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings</p> <p>Growth Mindset</p> <p>Values: September: Excellence October: Respect (British Value)</p>	<p>Healthy Me</p> <p>H1. what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health</p> <p>H2. to recognise what i like and dislike, how to make real, informed choices that improve their physical and mental health, to recognise that choices can have good and not so good consequences</p> <p>Value: November / December: Giving</p>	<p>Relationships</p> <p>R2. to recognise that their behaviour can affect other people. What are the conventions of courtesy and manners? R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong R6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) – to promote respectful relationships R7. to offer constructive support and feedback to others R11. that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) R12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say R13. to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable R14. strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</p> <p>Values: January: Tolerance (British Value) February: Friendship</p>	<p>Our World</p> <p>R9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another. Are all families the same? L4. That they belong to different groups and communities such as family and school . L10. about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency</p> <p>Value: March / April: Belonging</p>	<p>Keeping Safe</p> <p>H13. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention R10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) R3. the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid H15. to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets</p> <p>Value: May: Responsibility</p>	<p>Changes</p> <p>H5. about change and loss and the associated feelings (including moving home, losing toys, pets or friends) H8. about the process of growing from young to old and how people's needs change</p> <p>Growth Mindset - how has your mindset changed over the year?</p> <p>Value: June/July: Trust and Honesty</p>
Year 2	<p>All about me</p> <p>H3. to think about themselves, to learn from their experiences, to recognise and celebrate their</p>	<p>Healthy me</p> <p>H1. what constitutes, and how to maintain, a healthy lifestyle including the benefits of</p>	<p>Relationships</p> <p>R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong</p>	<p>Our World</p> <p>R9. to identify their special people (family, friends, carers), what makes them special and how special</p>	<p>Keeping Safe</p> <p>H13. about people who look after them, their family networks, who to go to if</p>	<p>Changes</p> <p>H5. about change and loss and the associated feelings (including moving</p>

	<p>strengths and set simple but challenging goals L8/ R8 ways in which they are all unique; understand that there has never been and will never be another 'them' L9. ways in which we are the same as all other people; what we have in common with everyone else R1. to communicate their feelings to others, to recognise how others show feelings and how to respond H4. about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings</p> <p>Growth Mindset</p> <p>Values: September: Excellence October: Respect (British Value)</p>	<p>physical activity, rest, healthy eating and dental health</p> <p>H2. to recognise what i like and dislike, how to make real, informed choices that improve their physical and mental health, to recognise that choices can have good and not so good consequences H7. how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading.</p> <p>H11. that household products, including medicines, can be harmful if not used properly</p> <p>Value: November / December: Giving</p>	<p>R7. to offer constructive support and feedback to others R11. that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) R12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say R13. to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable R14. strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</p> <p>Values: January: Tolerance (British Value) February: Friendship</p>	<p>people should care for one another L4. that they belong to different groups and communities such as family and school. To know why families are important, how they may differ. To know that marriage is a legally recognised commitment of two people. L9. what being part of a community means, and about the varied institutions that support communities locally and nationally</p> <p>Value: March / April: Belonging</p>	<p>they are worried and how to attract their attention H14. about the ways that pupils can help the people who look after them to more easily protect them H15. to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets R10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) R3. the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid H16. what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others'</p> <p>Value: May: Responsibility</p>	<p>home, losing toys, pets or friends, moving keystone)</p> <p>H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement</p> <p>Growth Mindset - how has your mindset changed over the year?</p> <p>Value: June/July: Trust and Honesty</p>
Year 3	<p>All about me</p> <p>H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals R11. to work collaboratively towards shared goals H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p>	<p>Healthy Me</p> <p>H1. what positively and negatively affects their physical, mental health H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' To explore 'self-respect' and how this links to happiness.</p> <p>Value:</p>	<p>Relationships</p> <p>R2. to recognise what constitutes a positive, healthy relationship (including family) and develop the skills to form and maintain positive and healthy relationships. R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support R4. to recognise different types of relationship, including those between</p>	<p>Our World</p> <p>L7. that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities L5. what improves and harms their local, natural and built environments and develop strategies and skills needed to care</p>	<p>Keeping Safe</p> <p>H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong on an offline. R9. the concept of 'keeping something confidential or secret', when they should or should not agree to this and</p>	<p>Changes</p> <p>H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement</p> <p>Growth Mindset – how has your mindset changed over the year?</p> <p>Value: June/July: Trust and Honesty</p>

	<p>R1. to recognise and respond appropriately to a wider range of feelings in others, with respect.</p> <p>Growth Mindset</p> <p>Values: September: Excellence October: Respect (British Value)</p>	<p>November / December: Giving</p>	<p>acquaintances, friends, relatives and families. To be aware that relationships can have their ups and downs.</p> <p>Values: January: Tolerance (British Value) February: Friendship</p>	<p>for these (including conserving energy)</p> <p>Value: March / April: Belonging</p>	<p>when it is right to 'break a confidence' or 'share a secret'</p> <p>R15. to recognise and manage 'dares'</p> <p>Value: May: Responsibility</p>	
Year 4	<p>All About Me</p> <p>H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals R11. to work collaboratively towards shared goals H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others R1. to recognise and respond appropriately to a wider range of feelings in others, with respect.</p> <p>Growth Mindset</p> <p>Values: September: Excellence October: Respect (British Value)</p>	<p>Healthy Me</p> <p>H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'</p> <p>What does it mean to have a healthy body and mind? (link to mental health / Growth Mindset).</p> <p>Value: November / December: Giving</p>	<p>Relationships</p> <p>R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families R19. that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership</p> <p>Values: January: Tolerance (British Value) February: Friendship</p>	<p>Our World</p> <p>L6. that money comes from different sources and can be used for different purposes, including the concepts of spending and saving L7. about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices L13. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</p> <p>Value: March / April: Belonging</p>	<p>Keeping Safe</p> <p>H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong R9. the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</p> <p>R15. to recognise and manage 'dares'</p> <p>Value: May: Responsibility</p>	<p>Changes</p> <p>H9. about growing and changing and new opportunities and responsibilities that increasing independence may bring</p> <p>Growth Mindset - how has your mindset changed over the year?</p> <p>Value: June/July: Trust and Honesty</p>
Year 5	<p>All About Me</p> <p>H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals R11. to work collaboratively towards shared goals H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both</p>	<p>Healthy Me</p> <p>H3. to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet H4. to recognise how information in the media (and online) do not always reflect reality and can affect how people feel about themselves</p>	<p>Relationships</p> <p>R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships i.e. mutual respect, truthfulness, loyalty, kindness, generosity, trust, shared interests / experiences, supportive R3. to recognise ways in which a relationship can</p>	<p>Our World</p> <p>L3. to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child L4. that these universal rights are there to protect everyone and have primacy both over national</p>	<p>Keeping Safe</p> <p>H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and online H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them</p>	<p>Changes</p> <p>H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement H24. the responsible use of electronic devices: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)</p>

	<p>the range and intensity of their feelings to others . R10./ R1to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p> <p>Growth Mindset</p> <p>Values: September: Excellence October: Respect (British Value)</p>	<p>What does it mean to have a healthy body and mind? (link to Growth Mindset).</p> <p>Value: November / December: Giving</p>	<p>be unhealthy and whom to talk to if they need support R5. that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment R12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</p> <p>Values: January: Tolerance (British Value) February: Friendship</p>	<p>law and family and community practices anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk L2. why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules L13. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</p> <p>Value: March / April: Belonging</p>	<p>uncomfortable or anxious or that they think is wrong H25. how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond R9. the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</p> <p>Value: May: Responsibility</p>	<p>Growth Mindset - how has your mindset changed over the year?</p> <p>Value: June/July: Trust and Honesty</p>
Year 6	<p>All About Me</p> <p>H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals R11. to work collaboratively towards shared goals H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others R10/R1 to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view</p>	<p>Healthy Me</p> <p>H3. to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet H4. to recognise how information in the media (and online) do not always reflect reality and can affect how people feel about themselves</p> <p>What does it mean to have a healthy body and mind? (link to Growth Mindset).</p> <p>Value: November / December: Giving</p>	<p>Relationships</p> <p>R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support R21. to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy R6. that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making</p>	<p>Our World</p> <p>L6. to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk L10. to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</p> <p>Value: March / April: Belonging</p>	<p>Keeping Safe</p> <p>H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and online H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong H23. about people who are responsible for helping them stay healthy and safe; how they can help these people</p>	<p>Changes</p> <p>H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement</p> <p>Growth Mindset - how has your mindset changed over the year?</p>

	<p>H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p> <p>Growth Mindset</p> <p>Values: September: Excellence October: Respect (British Value)</p>		<p>this decision freely for themselves</p> <p>R20. that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others</p> <p>R12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</p> <p>Values: January: Tolerance (British Value) February: Friendship</p>		<p>to keep them healthy and safe</p> <p>H20. about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact</p> <p>R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>R9. the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</p> <p>Value: May: Responsibility</p>	<p>Value: June/July: Trust and Honesty</p>
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