

# Mercenfeld Primary School

## Relationships Education Policy Including Sex Education Policy



### 1. Context

#### 1.1 Relationships Education in our school

In September 2020 Relationships Education became a statutory component of the PSHE (personal, social, health and economic education) curriculum.

We believe Relationships Education is learning about emotional, social and physical aspects of our lives, about ourselves and our relationships. It enables pupils to develop essential life skills for building and maintaining positive, enjoyable, respectful and non-exploitative relationships. It equips pupils with information and skills they need to understand about themselves, their peers and people they meet in the wider community. It explores risks, choices, rights, responsibilities and attitudes. It will help pupils to develop skills to keep themselves and others safer, physically and emotionally, both on and offline. Relationships Education enables pupils to explore their own attitudes and those of others respectfully.

As Relationships Education is statutory, parents do not have the right to withdraw their child from this part of the curriculum.

#### 1.2 Context of Wider PSHE

We deliver Relationships Education as part of our wider provision of Personal, Social, Health and Economics Education (PSHE), which also includes statutory Health Education.

The aims of Relationships Education are further supported by extracurricular and enrichment activities that we provide.

#### 1.3 Aims of Relationships Education

Through the delivery of Relationships Education, we intend to further our school's aims of providing a curriculum which is relevant to the needs of pupils, both now and in the future. It will enable pupils to develop knowledge, skills and attitudes, which enhance their personal development and wellbeing. This will have a direct, positive effect on their progress and achievement in school.

All adults in school will work towards achieving these aims for Relationships Education. We seek to enable our children to:

- develop a confidence in sharing their own thoughts and opinions with others
- show tolerance of others' beliefs and life choices
- develop skills and attributes to keep themselves healthy and safe
- develop skills to build positive, respectful relationships with other people
- develop their understanding of a variety of families and how families are central to the wellbeing of children
- recognise and avoid coercive and exploitative relationships
- explore relationships in ways appropriate to their age and stage of development
- value, care for and respect their bodies
- build confidence in accessing additional advice and support for themselves and others

## 2. Implementing Our Policy

### 2.1 Inclusion

We understand the importance of ensuring that all children in our school receive their entitlement to Relationships Education. Our Relationship Education curriculum is inclusive and meets the needs of all children, including those with special educational needs or disabilities (SEND).

### 2.2 Equality

The Equality Act 2010 has special resonance in Relationships Education. Through this area of learning we seek to develop key interpersonal skills such as respect and empathy which enable pupils to understand the rights and responsibilities we all have towards one another.

We will aim for our provision of Relationships Education to reduce discrimination, advance equality of opportunity and encourage good relations between different groups.

In order to ensure that Relationships Education meets the needs of all:

- We will reflect a range of lifestyles and family structures so that all children see themselves and their families reflected back in the lessons.
- We will ensure that the law in relation to, for example, marriage, online behaviours, sexuality, gender and violence are explained in age-appropriate ways.
- Where there are different cultural or religious views about families, relationships or behaviours, we will share these to ensure children see their family views represented.
- We will not seek to gain consensus, but will accept and celebrate difference.
- We will, as appropriate, ensure that a variety of views and beliefs are reflected back to pupils. We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

We support children in developing their knowledge and attitudes towards diversity throughout units of work including:

- Diversity and Communities
- Family and Friends

We will carefully consider special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background when planning and delivering RSE. We also aim to support and respect gender, age, racial equality and diversity and represent the LGBTQI+ community through our Relationships curriculum.

## **2.3 Safeguarding**

We understand the importance of high quality Relationships Education as we fulfil our statutory safeguarding duties. Relationship Education enables pupils to understand about mutual, consensual and reciprocated relationships in all their forms. Whether the children are learning about friendships, families, relationships in school or the wider community, they will be developing essential skills which underpin their ability to recognise abusive relationships. Teaching about 'Family and Friends' and 'Anti-bullying' enables us to fulfil our statutory duty to prevent 'child-on-child' abuse.

In the case of Relationships Education and Personal Safety, we recognise that effective teaching may alert children to what is appropriate and inappropriate behaviour (including inappropriate sexual behaviour) and that there is an increased possibility that a disclosure relating to abuse may be made. Relationships Education and Personal Safety enable us to fulfil our duty to prevent Female Genital Mutilation (FGM).

All staff are aware of the Safeguarding and Child Protection procedures and will report disclosures or concerns to the Designated Safeguarding Lead (Kirstie Randle) or Deputy Designated Safeguarding Leads (Lindsay Weatherill, Amy Collins, Laura Kasler, Donna Jewitt) immediately - this will be done via CPOMS

## **2.4 Development of the Policy**

This policy has been developed in consultation with staff, the local advisory board and parents/carers.

All views expressed by staff, the local advisory board and parents/carers about the policy have been considered. The final decision on the policy and delivery has been made by the school, having listened to the needs and views of the school community.

## **2.5 Consulting on our Policy**

Parents/Carers will be consulted when renewing this current policy.

In previous years, parents have been given information about Relationship Education via a parent information evening, and the content for this has not changed.

The policy will be reviewed every academic year by the local advisory board and we will be more than happy to take on parental views at any point. The policy will be available on our website at all times.

# **3. Involving the Whole School Community**

## **3.1 Working with Staff**

Teaching Relationships Education can be very rewarding, but we understand that, in order to feel confident, staff need opportunities to develop their own knowledge, skills and attitudes. We recognise that every adult has different personal beliefs and attitudes, but that all teachers must understand and comply with their duties connected with safeguarding, equality and inclusion.

Teachers have a duty to deliver statutory areas of the curriculum and all teachers will be supported to develop their skills in delivering non-statutory areas such as sex education. We will discuss relevant issues and staff concerns and, where appropriate, arrange training to enable staff members to feel confident in delivering the various aspects of Relationships Education. We will also encourage the sharing of good practice. We may also use team teaching to develop confidence.

Those with special responsibility for the development of Relationships Education will be offered opportunities to consult with advisors and attend external training courses.

### **3.2 Engaging with Pupils**

- We will involve pupils in the evaluation and development of their Relationships Education in ways appropriate to their age. We will seek opportunities to discuss children's views about the content of their PSHE lessons.
- We will engage the pupils in assessment activities to establish their development needs, for example 'Draw and Write' activities.
- We will encourage pupils to ask questions as they arise by providing anonymous question boxes.
- We will ask pupils to reflect on their learning and set goals for future learning.

### **3.3 Working with the Local Advisory Board**

It is the responsibility of the local advisory board to ensure, through consultation, that the Relationships Education Policy reflects the needs and views of our community.

In order to facilitate this process, the Relationships Education Policy will appear annually on the agenda of one local advisory boards' meeting.

It is the role of the local advisory board to ensure that:

- pupils make progress in Relationships Education in line with the expected educational outcomes
- the subject is well led, effectively managed and well planned
- the quality of provision is subject to regular and effective self-evaluation
- teaching is delivered in a way which is accessible to all
- clear information is given to parents/carers
- the subject is resourced and taught in a way which enables the school to fulfil statutory requirements.

### **3.4 Communicating with Parents/carers**

Parents/carers are the first educators of their children about relationships, emotions, empathy, respect and growing up. We recognise that many children like to receive information about relationships from their parents/carers in addition to their learning in school. Therefore we seek to

work in partnership with parents/carers when planning and delivering Relationships Education. We will encourage this partnership by:

- Sharing details of our curriculum on our website
- Informing parents/carers of forthcoming Relationships Education topics e.g. Personal Safety, Anti-bullying and RSE
- Inviting parents to learn more about the approach used in Relationships Education and RSE
- Informing parents/carers about PSHE, Relationships Education and RSE programmes as their child joins the school through the school website
- Providing supportive information about parents' role in Relationships Education
- Inviting parents to discuss their views and concerns about Relationships Education on an informal basis
- Signposting parents/carers to sources of support to help them address the needs of their child or build their own confidence in talking about relationships with their children.

### **3.5 Working with External Agencies and the Wider Community**

We believe that all aspects of Relationships Education are most effectively taught by those who know our pupils well and are aware of their needs. We encourage visitors to our school, who may enhance, but never replace, our planned provision. We will work closely with visitors to ensure that the needs of our pupils are met.

We will follow this Code of Practice when working with visitors:

- The care and management of pupils is the responsibility of the school at all times.
- In class teaching situations, visitors will not be asked to work alone with pupils, but will be supported by a member of staff.
- The school will know whether visitors are DBS checked and arrangements will be made to accompany them as appropriate.
- All visitors will be made aware of the content and principles of this policy, prior to their visit.
- All lessons will be planned in direct liaison with the PSHE Co-ordinator/Class teacher, taking account of the age and needs of the group and the context of the work within the Relationships Education programme.
- Visitors will be reminded that, whilst contributing to Relationships Education in a classroom setting, they must adhere to the same confidentiality code as staff members. Class teaching must be seen as separate from health or other targeted interventions to support wellbeing.
- Any resources which a visitor wishes to use or distribute will be discussed and agreed with the PSHE Co-ordinator/Class Teacher beforehand.
- The contributions of visitors will be regularly monitored and evaluated.

#### **4. Curriculum Organisation**

Our Relationships Education curriculum is wholly consistent with the DfE statutory requirements for Relationships Education and Health Education (2020), National Curriculum (2014), other DfE and OfSTED guidance. It also reflects best practice described by the Sex Education Forum and PSHE Association. We consider Relationships Education to be a continuous process of learning, which begins before the children enter our school and continues into adulthood. We have planned a curriculum appropriate to each age group with a spiral of progression. All adults working with children have a part to play in supporting the delivery of Relationships Education.

Relationships Education is learning about:

- Families and People who care for me
- Caring Friendships
- Respectful relationships
- Online Relationships
- Being Safe

Our PSHE topic structure does not separate delivery of Relationships Education from Health Education and wider PSHE. We deliver topics which, taking the lead from children's lived experiences, consider related themes including development of knowledge, skills and attitudes in an integrated way. The topics where Relationships Education is a significant driver are:

- Anti-bullying
- Diversity and Communities
- Family and Friends
- Managing change
- My emotions
- Personal Safety
- Relationships and Sex Education (Year 6)

Relationships Education will be taught in:

- PSHE through designated lessons, circle time, focused events, health weeks
- Other curriculum areas including Science, RE, PE and Computing (internet safety)
- Enrichment activities, especially our Commando Joes programme, involvement in school trips and adventurous activities.

##### **4.1 Teaching Methodologies**

Our aim is that teachers use a range of teaching methodologies where skills such as communication, compromise and negotiation are practised in classroom situations and where attitudes such as respect and empathy are modelled and discussed. We encourage teachers to ensure that group work, debate, taking other people's view points and working together are practised in all PSHE lessons and across the wider curriculum. Our Relationships Education lessons are not simple opportunities to give information, but to explore views and perspectives and develop possible solutions through discussion and interaction.

In keeping with this approach, we base our curriculum on a series of questions children will have the opportunity to engage with, rather than banks of knowledge they will acquire.

**Ground Rules:** Relationships Education is taught in a safe, non-judgemental environment where all adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any Relationships Education work, in addition to those already used in the classroom. They will cover the following areas:

- appropriate use of language
- the asking and answering of personal questions
- strategies for checking or accessing information.

**Distancing Techniques:** In order to protect children's privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, we will use *fiction, puppets, case studies, role-play, videos, theatre in education* to enable children to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

## 4.2 Consent

As a school, we think it is important to teach the idea of consent (asking/giving permission). This will be taught from EYFS through to Year 6, in an age-appropriate way.

For example:

EYFS/KS1

- Asking/giving permission to join in a game or borrow somebody's toy
- NSPCC PANTS  
<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/>

KS2

- Consensual relationships
- Social media e.g. sharing/taking pictures

## 4.3 Health Education

We will combine our Relationships Education (e.g. learning about families, personal safety and emotional wellbeing) with aspects of Health Education (e.g. learning about the spread of illnesses and the changing adolescent body). Some elements of this are also part of the statutory National Curriculum for Science (e.g. the biological aspects of puberty, reproduction and the spread of viruses).

We will ensure that children receive teaching about puberty from Y4 onwards in order to prepare them for the physical, emotional and social changes they are approaching or undergoing. Please note that this will be taught in an age-appropriate manner and we will consider the needs of each cohort.

We understand that at times children will benefit from varying methods of delivering this curriculum. We will teach most lessons mixed gender but will also teach some sessions separately (from Year 4 upwards) to enable children to ask questions that they may not in a mixed gender setting. We will ensure there are positive educational reasons for each method of delivery.

#### 4.4 Curriculum Materials and Resources

We will primarily use the *Cambridgeshire Primary Personal Development Programme* and the resources recommended within it when planning and delivering Relationships Education. We will avoid a 'resource-led' approach, instead focussing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives. We will evaluate teaching resources thoroughly before using them. We will select resources which are consistent with our curriculum for Relationship Education by making sure they -

- relate to the aims and objectives of this policy
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- are up-to date in factual content
- are produced by a reputable organisation
- do not show unfair bias e.g. towards a commercial product, religious view point
- avoid racial, gender, sexual, cultural and religious stereotyping
- encourage active and participative learning
- conform to the statutory requirements for Relationships Education.

We will also use resources from Twinkl where appropriate. When delivering Sex Education in Year 6, teachers will also follow a specific Sex Education programme 'A whole school primary curriculum for Sex and Relationships education', which has proven successful in the past.

#### 4.5 Safe and Effective Practice

Staff are unable to offer absolute confidentiality in cases where a safeguarding issue is identified. We will reassure children that staff will act in their best interests and that this may involve sharing information if the child is at risk of harm. Children will be told if information is to be shared (taking special care with very young children or those with significant special needs) and will be offered appropriate support.

**Answering Questions:** We acknowledge that sensitive and complex issues will arise in Relationships Education, as pupils will naturally ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content. As a first principle, we will answer questions relating to the planned curriculum for that age group or below to the whole class. We will answer questions relating to areas beyond the planned curriculum for that age group, in a sensitive and age appropriate way, only to the pupil/s who have asked the question. Teachers will inform families about questions which go beyond the planned curriculum, in order to further home/school partnerships. If a member of staff is uncertain about the answer to a question which goes beyond the curriculum, or indeed whether they wish to answer it, they will seek guidance from the PSHE leader/Designated Safeguarding Lead. In some cases the question will reach beyond the planned curriculum for Y6 and the question will not be answered in school. The child will be asked if they would like support to ask their questions at home or to another trusted adult.

When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged. Where the question indicates the need for pastoral support, the conversation will be deferred to a time outside the teaching session and other colleagues may be involved. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, coercion or exploitation, teachers will pass this information to the DSL in line with the school Safeguarding policy.

**Sexually Active Pupils:** There are extremely rare occasions where a primary-aged child, who is sexually active or contemplating sexual activity, approaches an adult. If this occurs in our school, it



will be viewed as a child protection issue. The designated member of staff will follow Safeguarding Procedures and seek advice from the DSL.

#### **4.6 Assessment, Recording, Reporting**

We recognise that self-assessment is an important part of learning in Relationships Education. Children will complete pre-unit assessments and end of unit assessments at the start and end of each unit. We will use our class books to record whole class discussions and group work in PSHE. We also highly value pupil voice and will take into account the opinions of our children about what they would like to learn.

From time to time, the PSHE leader will ask staff to reflect on the effectiveness of learning in particular units of work, using the rating sheets in each unit. Best practice will also be shared through lesson observations, monitoring of planning and children's work and also through training opportunities.

## **5. Sex Education Policy**

### **5.1 Definition of Sex Education**

Following guidance from the DfE, we define Sex Education as learning about 'how a (human) baby is conceived and born'.

This extends the learning about sexual reproduction in 'some plants and animals' required through the Science national curriculum. It also complements the statutory requirement to teach about puberty as part of Science and Health Education, as understanding sexual reproduction in humans enables children to understand the processes of puberty.

We have taken into account the DfE's recommendation that all primary schools have a Sex Education programme and we understand that this is not statutory. We understand that our teaching in sex education must be tailored to the needs and physical and emotional maturity of the pupils.

Our school has decided that Sex Education will be taught in Y6

### **5.2 Content of Sex Education**

The children will not learn about human sexual reproduction until Y6.

If Sex Education is brought up in questions and answer sessions before Year 6, it will be discussed but only in a scientific manner, which links to the statutory Science content.

### **5.3 Teaching Methodologies**

In Sex Education there is a certain amount of knowledge which has to be imparted. Teachers will give the facts in an accessible way using a range of approaches, such as picture books and scientific descriptions. Pupils will be asked to consolidate their learning in ways which enable them to develop skills to discuss sexual body parts and functions confidently.

### **5.4 Delivery of the Sex Education Curriculum**

Sex Education will be delivered in Year 6 as part of our Relationships Education by a teacher, who knows the needs and natures of the children. The teacher is best placed to tailor the learning to the needs of the pupils.

*Parents/carers will be informed about the content of the curriculum in advance of teaching and will be invited to talk to staff if they have questions.*

Teachers will be offered support to develop their skills and to learn from others where needed.

### **5.5 Right to be excused from Sex Education**

Parents/carers have the right to request that their child be excused from some or all of Sex Education delivered as part of statutory Relationships Education. Before granting any such request the Head Teacher will discuss the request with parents/carers (and if appropriate with the child) to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The educational, social and emotional benefits for the child of being part of the lessons will also be discussed. We will record the discussion and the outcomes on CPOMS.

We will consider compromise arrangements which will enable the child to receive Sex Education at school.

## **6. Monitoring, Review and Evaluation**

Monitoring, review and evaluation of the policy is the responsibility of the PSHE leader. The local advisory board will ask for information relating to the effectiveness of the policy when it is monitored every year.

## **7. Appendices**

### **7.2 Linked National Documents**

RSE and Health Education


Children and Social Work Bill 2017.

Sex and Relationships Education for the 21<sup>st</sup> Century’.

Equality Act 2010

Keeping Children Safe in Education

NSPCC PANTS

Cambridgeshire Primary Personal Development Programme • Years 1 and 2 Framework			
<b>Myself &amp; My Relationships</b> <b>Beginning and Belonging (BB 1/2)</b> <ul style="list-style-type: none"> <li>Do I understand simple ways to help my school feel like a safe, happy place? RR</li> <li>How can I get to know the people in my class? CF</li> <li>How do I feel when I am doing something new? MW</li> <li>How can I help someone feel welcome in class? MW</li> <li>What helps me manage in new situations? MW</li> <li>Who can help me at home and at school? BS</li> </ul>	<ul style="list-style-type: none"> <li>Feeling safe and happy</li> <li>Belonging in the class / school / community</li> <li>Ground rules / class charters</li> <li>Doing new things</li> <li>Resilience</li> <li>Asking for help</li> </ul>	<b>Citizenship</b> <b>Rights, Rules &amp; Responsibilities (RR 1/2)</b> <ul style="list-style-type: none"> <li><b>How do rules and conventions help me to feel happy &amp; safe? (RR)</b></li> <li>How do I take part in making rules?</li> <li>Who looks after me and what are their responsibilities?</li> <li>What jobs and responsibilities do I have in school and at home?</li> <li><b>Can I listen to other people, share my views and take turns? RR</b></li> <li>Can I take part in discussions and decisions in class?</li> </ul>	<ul style="list-style-type: none"> <li>Class and school rules and charters</li> <li>Rules and laws in society</li> <li>Understanding right and wrong</li> <li>Explaining views</li> <li>Decision making</li> <li>School and class councils</li> <li>Responsibilities to other people</li> </ul>
<b>Myself &amp; My Relationships</b> <b>My Emotions (ME 1/2)</b> <ul style="list-style-type: none"> <li><b>What am I good at and what is special about me? RR</b></li> <li><b>How can I stand up for myself? RR</b></li> <li><b>Can I name some different feelings? MW</b></li> <li><b>Can I describe situations in which I might feel happy, sad, cross etc? MW</b></li> <li><b>How do my feelings and actions affect others? MW</b></li> <li><b>How do I manage some of my emotions and associated behaviours? MW</b></li> <li><b>What are the different ways people might relax and what helps me to feel relaxed? MW</b></li> <li><b>Who do I share my feelings with? MW</b></li> </ul>	<ul style="list-style-type: none"> <li>Self awareness</li> <li>Assertiveness</li> <li>Identifying &amp; naming emotions</li> <li>Coping with feelings</li> <li>Feelings, thoughts &amp; behaviour</li> <li>Likes &amp; dislikes</li> <li>Impulsive behaviour</li> <li>Calming down &amp; relaxing</li> <li>Seeking support</li> </ul>	<b>Myself &amp; My Relationships</b> <b>Family and Friends (FF 1/2)</b> <ul style="list-style-type: none"> <li><b>Can I describe what a good friend is and does and how it feels to be friends? CF</b></li> <li><b>Why is telling the truth important? CF</b></li> <li><b>What skills do I need to choose, make and develop friendships? CF</b></li> <li><b>How might friendships go wrong, and how does it feel? CF</b></li> <li><b>How can I try to mend friendships if they have become difficult? CF</b></li> <li><b>What is my personal space and how do I talk to people about it? BS</b></li> <li><b>Who is in my family and how do we care for each other? FP</b></li> <li><b>Who are my special people, why are they special and how do they support me? CF</b></li> </ul>	<ul style="list-style-type: none"> <li>Friendship</li> <li>Truthfulness</li> <li>My family</li> <li>Special people</li> <li>Problem solving in relationships</li> <li>Different points of view</li> <li>Personal space</li> <li>Networks of support</li> </ul>
<b>Citizenship</b> <b>Working Together (WT 1/2)</b> <ul style="list-style-type: none"> <li>What am I and other people good at?</li> <li>What new skills would I like to develop?</li> <li>How can I listen well to other people? RR</li> <li>How can I work well in a group? RR</li> <li>Why is it important to take turns? RR</li> <li>How can I negotiate to sort out disagreements? CF</li> <li>How are my skills useful in a group?</li> <li>What is a useful evaluation? RR</li> </ul>	<ul style="list-style-type: none"> <li>Recognising strengths</li> <li>Developing skills</li> <li>Steps towards goals</li> <li>Effective communication</li> <li>Compromise &amp; co-operation</li> <li>Discussion &amp; negotiation</li> <li>Applying group work &amp; communication skills</li> <li>Evaluating</li> </ul>	<b>Myself &amp; My Relationships</b> <b>Anti-bullying (AB 1/2)</b> <ul style="list-style-type: none"> <li><b>Why might people fall out with their friends? CF</b></li> <li><b>Can I describe what bullying is? RR</b></li> <li><b>Do I understand some of the reasons people bully others? RR</b></li> <li><b>Why is bullying never acceptable or respectful? RR</b></li> <li><b>How might people feel if they are being bullied? MW</b></li> <li><b>Who can I talk to if I have worries about friendship difficulties or bullying? RR</b></li> <li><b>How can I be assertive? RR</b></li> <li><b>Do I know what to do if I think someone is being bullied? RR</b></li> <li><b>How do people help me to build positive and safe relationships? CF</b></li> <li><b>What does my school do to stop bullying? RR</b></li> </ul>	<ul style="list-style-type: none"> <li>Respecting difference</li> <li>Defining bullying</li> <li>Physical, mental and emotional wellbeing</li> <li>Assertiveness</li> <li>Networks of support</li> <li>Telling &amp; asking for help</li> <li>Supporting others</li> <li>Creating an anti-bullying ethos</li> </ul>
<b>Citizenship</b> <b>Diversity and Communities (DC 1/2)</b> <ul style="list-style-type: none"> <li><b>What makes me ‘me’, what makes you ‘you’? RR</b></li> <li><b>Do all boys and all girls like the same things? RR</b></li> <li><b>What is my family like and how are other families different? FP</b></li> <li><b>What different groups do we belong to? RR</b></li> <li><b>What is a stereotype and can I give some examples? RR</b></li> <li>Who helps people in my locality and what help do they need? MW</li> <li><b>What does ‘my community’ mean and how does it feel to be part of it? MW</b></li> <li>How do people find out about what is happening in my community? MW</li> <li>How do we care for animals and plants?</li> <li>How can I help look after my school?</li> </ul>	<ul style="list-style-type: none"> <li>My identity</li> <li>Different families</li> <li>Different cultures and beliefs</li> <li>Groups in and out of school</li> <li>Respect</li> <li>Community</li> <li>Stereotypes</li> <li>People who help us</li> <li>School environment</li> <li>Needs of people/animals / pets/plants</li> </ul>	<b>Economic Wellbeing</b> <b>Financial Capability (FC 1/2)</b> <ul style="list-style-type: none"> <li>Where does money come from and where does it go when we ‘use’ it?</li> <li>How might I get money and what can I do with it?</li> <li>How do we pay for things?</li> <li>What does it mean to have more or less money than you need?</li> <li>How do I feel about money?</li> <li>How do my choices affect me, my family, others?</li> <li>What is a charity?</li> </ul>	<ul style="list-style-type: none"> <li>Money in different / familiar contexts</li> <li>Cash values</li> <li>Money as a finite resource</li> <li>Uses of money</li> <li>Saving and spending</li> <li>Effects of loss</li> <li>How banks etc work</li> <li>Emotions in relation to money</li> <li>Charity</li> </ul>
<b>Healthy &amp; Safer Lifestyles</b> <b>Managing Safety and Risk (MSR 1/2)</b> <ul style="list-style-type: none"> <li>What are risky situations and how might I feel? MW</li> <li><b>What is my name, address and phone number and when might I need to give them? BFA</b></li> <li><b>What is an emergency and who can help? BFA</b></li> <li>What makes a place or activity safe for me? MW</li> <li>What are the benefits and risks for me when walking near the road, and how can I stay safer? MW</li> <li><b>What are the benefits and risks for me in the sun and how can I stay safer? HP</b></li> <li>What do I enjoy when I'm near water and how can I stay safer? MW</li> <li><b>What are the risks for me if I am lost and how can I get help? BS</b></li> <li><b>How can I help to stop simple accidents from happening and how can I help if there is an accident? BFA</b></li> </ul>	<ul style="list-style-type: none"> <li>Risky situations</li> <li>Emotions associated with risk</li> <li>Basic personal information</li> <li>Asking for &amp; giving help in an emergency</li> <li>Safety eyes &amp; ears</li> <li>Road safety</li> <li>Travel to &amp; from school</li> <li>Rules for keeping safer</li> <li>Sun safety</li> <li>Water safety</li> <li>Keeping safe from accidents</li> </ul>	<b>Healthy &amp; Safer Lifestyles</b> <b>Drug Education (DE 1/2)</b> <ul style="list-style-type: none"> <li><b>Which substances might enter our bodies, how do they get there and what do they do? DAT</b></li> <li><b>What are medicines and why and when do some people use them? DAT</b></li> <li><b>When and why do people have an injection from a doctor or a nurse? HP</b></li> <li><b>Who is in charge of what medicine I take? DAT</b></li> <li><b>What different things can help me feel better if I feel poorly? DAT</b></li> <li><b>How can I keep safe with medicines and substances at home and at school? DAT</b></li> <li>What is persuasion and how does it feel to be persuaded? MW</li> </ul>	<ul style="list-style-type: none"> <li>Medicines</li> <li>Health professionals</li> <li>Going to the doctors</li> <li>Feeling ill, feeling better</li> <li>Risky household substances</li> <li>Safety rules</li> <li>Being persuaded</li> </ul>
<b>Healthy &amp; Safer Lifestyles</b> <b>Digital Lifestyles (TG Digital Lifestyles)</b> <ul style="list-style-type: none"> <li><b>What are some examples of ways in which I use technology and the internet and what are the benefits? OR</b></li> <li><b>What is meant by “identity” and how might someone’s identity online be different from their identity in the physical world? OR</b></li> <li><b>What are some examples of online content or contact which might mean I feel unsafe, worried or upset? OR</b></li> <li><b>What sort of information might I choose to put online and what do I need to consider before I do so? OR</b></li> <li><b>When might I need to report something and how would I do this? OR</b></li> <li><b>What sort of rules can help to keep us safer and healthier when using technology? IS</b></li> <li><b>Who can help me if I have questions or concerns about what I experience online or about others’ online behaviour? IS</b></li> </ul>	<ul style="list-style-type: none"> <li>Decision making</li> <li>Positive contributions</li> <li>Evaluating content</li> <li>Information storage &amp; sharing</li> <li>Mental &amp; physical wellbeing</li> <li>Responsibilities</li> <li>Reporting</li> </ul>	<b>Healthy &amp; Safer Lifestyles</b> <b>Personal Safety (PS 1/2)</b> <ul style="list-style-type: none"> <li>Can I identify different feelings and tell others how I feel? MW</li> <li><b>Which school/classroom rules are about helping people to feel safe? BS</b></li> <li><b>Can I name my own Early Warning Signs? BS</b></li> <li>How do I know which adults and friends I can trust? CF</li> <li><b>Who could I talk with if I have a worry or need to ask for help? BS</b></li> <li><b>What could I do if a friend or someone in my family isn’t kind to me? BS</b></li> <li><b>Can I identify private body parts and say ‘no’ to unwanted touch? BS</b></li> <li><b>What could I do if I feel worried about a secret? BS</b></li> <li><b>What could I do if something worries or upsets me when I am online? BS</b></li> </ul>	<ul style="list-style-type: none"> <li>Identifying and communicating feelings</li> <li>School/classroom rules</li> <li>Early Warning signs</li> <li>Identifying trusted adults</li> <li>Networks of support</li> <li>Recognising unkind behaviour</li> <li>Bodily autonomy</li> <li>Safe, unsafe &amp; unwanted touch</li> <li>Safe and unsafe secrets</li> <li>Online safety</li> </ul>
<b>Healthy &amp; Safer Lifestyles</b> <b>Relationships and Sex Education (RS 1)</b> <ul style="list-style-type: none"> <li><b>What are the names of the main parts of the body? BS</b></li> <li>What can my amazing body do?</li> <li><b>When am I in charge of my actions and my body? BS</b></li> <li><b>How can I keep my body clean? HP</b></li> <li><b>How can I avoid spreading common illnesses and diseases? HP</b></li> </ul>	<ul style="list-style-type: none"> <li>External parts of the body</li> <li>My amazing body</li> <li>Germes</li> <li>Hand washing</li> </ul>	<b>Healthy &amp; Safer Lifestyles</b> <b>Relationships and Sex Education (RS 2)</b> <ul style="list-style-type: none"> <li>How do babies change and grow? (Statutory NC Science Y2)</li> <li>How have I changed since I was a baby? (Statutory NC Science Y2)</li> <li>What’s growing in that bump? (NC Science)</li> <li><b>What do babies and children need from their families? FP</b></li> <li><b>Which stable, caring relationships are at the heart of families I know? FP</b></li> <li><b>What are my responsibilities now I’m growing up? CAB</b></li> </ul>	<ul style="list-style-type: none"> <li>Babies to children to adults</li> <li>Growing up</li> <li>Caring families</li> <li>Family variety</li> <li>Marriage</li> <li>Changing responsibilities</li> </ul>
<b>Healthy &amp; Safer Lifestyles</b> <b>Healthy Lifestyles (HL 1/2)</b> <ul style="list-style-type: none"> <li><b>How can I stay as healthy as possible? HP</b></li> <li><b>What does it feel like to be healthy? MW</b></li> <li><b>What does healthy eating mean and why is it important? HE</b></li> <li><b>Why is it important to be active &amp; what are the opportunities for physical activity? PHF</b></li> <li>What foods do I like and dislike and why?</li> <li><b>What can help us eat healthily? HE</b></li> <li>Why do we need food?</li> <li>What healthy choices can I make?</li> </ul>	<ul style="list-style-type: none"> <li>Staying healthy</li> <li>Rest and sleep</li> <li>Dental health</li> <li>Eatwell Guide</li> <li>Physical activity</li> <li>Healthy eating</li> <li>Food preparation</li> <li>Making real choices</li> </ul>	<b>Myself &amp; My Relationships</b> <b>Managing Change (MC 1/2)</b> <ul style="list-style-type: none"> <li>How are my achievements, skills and responsibilities changing and what else might change?</li> <li>How might people feel during times of loss and change? MW</li> <li>How do friendships change? CF</li> <li>What helps me to feel calmer when I am experiencing strong emotions linked to loss and change? MW</li> <li>How might people feel when they lose a special possession?</li> <li>When can I make choices about changes?</li> </ul>	<ul style="list-style-type: none"> <li>Changing friendship patterns</li> <li>Changing skills &amp; responsibilities</li> <li>Changing habits</li> <li>Transitions within school</li> <li>Losing things</li> <li>Emotions involved with change</li> </ul>
<b>Relationships Education:</b> • FP Families & People who care for me • CF Caring Friendships • RR Respectful Relationships • OR Online Relationships • BS Being Safe <b>Health Education:</b> • MW Mental Wellbeing • IS Internet Safety & Harms • PHF Physical Health & Fitness • HE Healthy Eating • DAT Drugs, Alcohol & Tobacco • HP Health & Prevention • BFA Basic First Aid • CAB Changing Adolescent Body			
<b>Bold text &amp; initials = main link</b> Initials only = contributes to			



Cambridgeshire Primary Personal Development Programme • Years 3 and 4 Framework			
<b>Myself &amp; My Relationships</b> <b>Beginning and Belonging (BB 3/4)</b> <ul style="list-style-type: none"><li>What is my role in helping my school be a place where we can learn happily and safely? RR</li><li>How can we build relationships in our class and how does this benefit me? CF</li><li>What does it feel like to be new or to start something new? MW</li><li>How can I help children and adults feel welcome in school? RR</li><li>What helps me manage a new situation or learn something new? MW</li><li>Who are the different people in my network who I can ask for help? BS</li></ul>	<ul style="list-style-type: none"><li>Ground rules / class charters</li><li>Responsibilities</li><li>Belonging</li><li>New situations</li><li>Meeting new people</li><li>Resilience</li><li>Managing feelings</li><li>Asking for help</li><li>Networks of support</li></ul>		
<b>Myself &amp; My Relationships</b> <b>My Emotions (ME 3/4)</b> <ul style="list-style-type: none"><li>Why is it important to accept and feel proud of who we are? RR</li><li>What does the word ‘unique’ mean and what do I feel proud of about myself? RR</li><li>Why is mental wellbeing as important as physical wellbeing? MW</li><li>How can I communicate my emotions? MW</li><li>Can I recognise some simple ways to manage difficult emotions? MW</li><li>What does it mean when someone says I am “over reacting” and how do I show understanding towards myself and others? MW</li><li>How do my actions and feelings affect the way I and others feel? MW</li><li>How do I care for other people’s feelings? MW</li><li>Who can I talk to about the way I feel? MW</li><li>How can I disagree without being disagreeable? RR</li></ul>	<ul style="list-style-type: none"><li>Self-respect</li><li>Mental wellbeing</li><li>Communicating emotions</li><li>Self-care</li><li>Diverse emotions/ responses</li><li>Care &amp; respect for others</li><li>Seeking support</li></ul>		
<b>Citizenship</b> <b>Working Together (WT 3/4)</b> <ul style="list-style-type: none"><li>What am I good at and what are others good at?</li><li>What new skills would I like or need to develop?</li><li>How well can I listen to other people? RR</li><li>How do I ask open questions? RR</li><li>How can I share my views and opinions effectively? RR</li><li>How can different people contribute to a group task?</li><li>How can I persevere and overcome obstacles to my learning? CF</li><li>How can I work well in a group? CF</li><li>What is useful evaluation?</li><li>How do I give constructive feedback and receive it from others? RR</li></ul>	<ul style="list-style-type: none"><li>Recognising and valuing strengths</li><li>Developing skills</li><li>Steps towards goals</li><li>Effective communication</li><li>Questioning skills</li><li>Problem solving and perseverance</li><li>Decision making</li><li>Communication and group work skills</li><li>Evaluating</li><li>Feedback</li></ul>		
<b>Citizenship</b> <b>Diversity and Communities (DC 3/4)</b> <ul style="list-style-type: none"><li>What have we got in common and how are we different? RR</li><li>How might others’ expectations of girls and boys affect people’s feelings and choices? RR</li><li>How are our families the same and how are they different? FP</li><li>Do people who live in my locality have different traditions, cultures and beliefs? RR</li><li>How does valuing diversity benefit everyone? RR</li><li>Why are stereotypes unfair and how can I challenge them? RR</li><li>How do people in my locality benefit from being part of different groups? MW</li><li>What are the roles of people who support others with different needs in my community? MW</li><li>How does the media work in my community? MW</li><li>How can we care for the local environment and what are the benefits?</li><li>What do animals need, and what are our responsibilities?</li></ul>	<ul style="list-style-type: none"><li>Similarities and differences</li><li>People in the community</li><li>People with different backgrounds</li><li>Stereotypes</li><li>Roles in the community</li><li>Local environment</li><li>Animal welfare</li><li>Role of the media</li></ul>		
<b>Healthy &amp; Safer Lifestyles</b> <b>Managing Safety and Risk (MSR 3/4)</b> <ul style="list-style-type: none"><li>How do I feel in risky situations and how might my body react? MW</li><li>Can I make decisions in risky situations and might my friends affect these decisions?</li><li>When might I meet adults I don’t know &amp; how can I respond safely? BS</li><li>What actions could I take in an emergency or accident and how can I call the emergency services? BFA</li><li>What are the benefits of using the roads and being near water and how can I reduce the risks? MW</li><li>How is fire risky and how can I reduce the risks?</li><li>How do I keep myself safe during activities and visits?</li><li>How can I stop accidents happening at home and when I’m out?</li></ul>	<ul style="list-style-type: none"><li>Emotions in risky situations</li><li>Dealing with pressure in risky situations</li><li>Reactions to risk</li><li>Taking action in an emergency</li><li>Road safety</li><li>Fire safety</li><li>Beach safety</li><li>Safety near waterways</li><li>Safety during activities and visits</li><li>Preventing accidents in familiar settings</li></ul>		
<b>Healthy &amp; Safer Lifestyles</b> <b>Digital Lifestyles (TG Digital Lifestyles)</b> <ul style="list-style-type: none"><li>How might my use of technology change as I get older, and how can I make healthier and safer decisions? OR</li><li>How does my own and others’ online identity affect my decisions about communicating online? OR</li><li>How might people with similar likes &amp; interests get together online? OR</li><li>Can I explain the difference between “liking” and “trusting” someone online? OR</li><li>What does it mean to show respect online, and how could my feelings, and those of others, be affected by online content or contact? OR</li><li>When looking at online content, what is the difference between opinions, beliefs and facts? OR</li><li>Why is it important to ration the time we spend using technology and/or online? ISH</li><li>How might the things I see and do online affect how I feel and how healthy I am, and how can I get support when I need it? ISH</li><li>Why are social media, some computer games, online gaming and TV/films age restricted and how does peer influence play a part in my decision making? ISH</li></ul>	<ul style="list-style-type: none"><li>Benefits of technology</li><li>Being healthier &amp; safer</li><li>Online identity</li><li>Online contact</li><li>Liking &amp; trusting</li><li>Mental wellbeing</li><li>Reliability of online content</li><li>Age restrictions</li><li>Asking for help</li></ul>		
<b>Healthy &amp; Safer Lifestyles</b> <b>Relationships and Sex Education (RS 3)</b> <ul style="list-style-type: none"><li>How are male and female bodies different and what are the different parts called? BS</li><li>When do we talk about our bodies, how they change, and who do we talk to? BS</li><li>What can my body do and how is it special?</li><li>Why is it important to keep myself clean? HP</li><li>What can I do for myself to stay clean and how will this change in the future? HP</li><li>How do different illnesses and diseases spread and what can I do to prevent this? HP</li></ul>	<ul style="list-style-type: none"><li>Male and female bodies</li><li>Talking about bodies</li><li>Valuing the body’s uniqueness &amp; capabilities</li><li>Responsibilities for hygiene</li><li>Preventing spread of illnesses</li></ul>		
<b>Healthy &amp; Safer Lifestyles</b> <b>Healthy Lifestyles (HL 3/4)</b> <ul style="list-style-type: none"><li>What does healthy eating and a balanced diet mean? HE</li><li>What is an active lifestyle and how does it help me to be healthier? PHF</li><li>What is mental wellbeing and how is it affected by my physical health? MW</li><li>How much sleep do I need &amp; what happens if I don’t have enough? HP</li><li>How do nutrition and physical activity work together?</li><li>How can I plan and prepare simple, healthy meals safely? HE</li><li>How can I look after my teeth and why is it important? HP</li><li>Who is responsible for my lifestyle choices and how are these choices influenced?</li></ul>	<ul style="list-style-type: none"><li>Eatwell Guide</li><li>Basic food hygiene &amp; preparation</li><li>Active Lifestyles</li><li>Mental wellbeing</li><li>Sleep</li><li>Influences on lifestyle choices</li><li>Dental care</li><li>Leisure activities</li></ul>		
<b>Citizenship</b> <b>Rights, Rules &amp; Responsibilities (RR 3/4)</b> <ul style="list-style-type: none"><li>What does it mean to be treated and to treat others with respect? RR</li><li>Who are those in positions of authority within our school and communities and how can we show respect? RR</li><li>Why do we need rules and conventions at home and at school? RR</li><li>What part can I play in making and changing rules?</li><li>What do we mean by rights and responsibilities?</li><li>What are my responsibilities at home and at school?</li><li>How do we make democratic decisions in school?</li><li>What is a representative and how do we elect them?</li></ul>	<ul style="list-style-type: none"><li>Respect</li><li>Authority</li><li>Class/school rules &amp; charters</li><li>Rights and responsibilities</li><li>Democracy at school</li><li>School and class councils</li><li>Decision making</li><li>Debating and voting</li><li>Responsibilities at school and at home</li></ul>		
<b>Myself &amp; My Relationships</b> <b>Family and Friends (FF 3/4)</b> <ul style="list-style-type: none"><li>How do good friends behave on and offline and how do I feel as a result? OR</li><li>What is a healthy friendship and how does trust play an essential part? CF</li><li>What skills do I need for choosing, making and developing friendships and how effective are they? CF</li><li>How can I help to resolve disagreements positively by listening and compromising? CF</li><li>Can I empathise with other people in a disagreement? CF</li><li>How can I check with my friends that their personal boundaries have not been crossed? BS</li><li>How do my family members help each other to feel safe and secure even when things are tough? FP</li><li>Who is in my network of special people now and how do we affect and support each other? FP</li></ul>	<ul style="list-style-type: none"><li>Developing friendships</li><li>On and offline friendships</li><li>Emotions in relationships</li><li>Trustworthiness</li><li>Special people and networks</li><li>Compromise</li><li>Empathy</li><li>Conflict resolution</li><li>Personal boundaries</li><li>Networks of support</li></ul>		
<b>Myself &amp; My Relationships</b> <b>Anti-bullying (AB 3/4)</b> <ul style="list-style-type: none"><li>How are falling out and bullying different? CF</li><li>How do people use power when they bully others? RR</li><li>What are the key characteristics of different types of bullying? RR</li><li>How can lack of respect and empathy towards others lead to bullying? RR</li><li>What is the difference between direct and indirect forms of bullying? RR</li><li>What are bystanders and followers and how might they feel? MW</li><li>Do I understand that bullying might affect how people feel for a long time? MW</li><li>How can I support people I know who are being bullied by being assertive? RR</li><li>How does my school prevent bullying and support people involved? RR</li></ul>	<ul style="list-style-type: none"><li>Falling out</li><li>Prejudiced-based bullying</li><li>Respect</li><li>Direct and indirect bullying</li><li>Cyberbullying</li><li>Bystanders and followers</li><li>Being supportive</li><li>Getting help</li></ul>		
<b>Economic Wellbeing</b> <b>Financial Capability (FC 3/4)</b> <ul style="list-style-type: none"><li>What different ways are there to earn and spend money?</li><li>What do saving, spending and budgeting mean to me?</li><li>How can I decide what to spend my money on and choose the best way to pay?</li><li>What might my family have to spend money on?</li><li>What is ‘value for money’?</li><li>How do my feelings about money change?</li><li>How do my choices affect my family, the community, the world and me?</li></ul>	<ul style="list-style-type: none"><li>Understanding large amounts of money</li><li>Sources of money</li><li>Saving and spending</li><li>Cash versus money</li><li>Keeping track of money</li><li>Value for money</li><li>Impact of choices</li><li>Charities</li><li>Emotions</li></ul>		
<b>Healthy &amp; Safer Lifestyles</b> <b>Drug Education (DE 3/4)</b> <ul style="list-style-type: none"><li>What medical &amp; legal drugs do I know about, and what are their effects? DAT</li><li>Who uses and misuses legal drugs? DAT</li><li>Why do some people need medicine and who prescribes it? DAT</li><li>What are immunisations and have I had any? HP</li><li>What are the safety rules for storing medicine and other risky substances? DAT</li><li>What should I do if I find something risky, like a syringe? DAT</li><li>What do I understand about how friends and the media persuade and influence me? CF</li></ul>	<ul style="list-style-type: none"><li>Medicines and legal drugs</li><li>People who use medicines &amp; legal drugs</li><li>Rules for safe storage</li><li>Finding risky items</li><li>Influence of friends and media</li><li>Immunisations</li></ul>		
<b>Healthy &amp; Safer Lifestyles</b> <b>Personal Safety (PS 3/4)</b> <ul style="list-style-type: none"><li>How do I recognise my own feelings and communicate them to others? MW</li><li>Which school/classroom rules are about helping people to feel safe? RR</li><li>Can I recognise when my Early Warning Signs are telling me I don’t feel safe? BS</li><li>What qualities do trusted adults and trusted friends have? CF</li><li>Who is on my network of support and how can I ask them for help? BS</li><li>What could I do if I feel worried about a friendship or family relationship? BS</li><li>What sort of physical contact do I feel comfortable with and what could I do if physical contact is unwanted? BS</li><li>How can I decide if a secret is safe or unsafe? BS</li><li>How can I keep safe online? BS</li></ul>	<ul style="list-style-type: none"><li>Identifying and communicating feelings</li><li>School/classroom rules</li><li>Early Warning signs</li><li>Identifying trusted adults</li><li>Networks of support</li><li>Safety continuum</li><li>Recognising and reporting unkind behaviour</li><li>Bodily autonomy</li><li>Personal boundaries</li><li>Safe, unsafe and unwanted touch</li><li>Safe and unsafe secrets</li><li>Online safety</li></ul>		
<b>Healthy &amp; Safer Lifestyles</b> <b>Relationships and Sex Education (RS 4)</b> <ul style="list-style-type: none"><li>What are the main stages of the human life cycle? Science</li><li>How did I begin? Sex Education</li><li>What does it mean to be ‘grown up’? CAB</li><li>What am I responsible for now and how will this change? CAB</li><li>How do different caring, stable, adult relationships create a secure environment for children to grow up? FP</li></ul>	<ul style="list-style-type: none"><li>Stages of human life cycle</li><li>Seed+egg</li><li>Being grown up</li><li>My responsibilities</li><li>Families’ responsibilities</li><li>Caring families</li></ul>		
<b>Myself &amp; My Relationships</b> <b>Managing Change (MC 3/4)</b> <ul style="list-style-type: none"><li>What changes have I and my peers already experienced and what might happen in the future?</li><li>What helps me when I’m experiencing strong emotions due to loss or change? MW</li><li>What strategies help me to thrive when my friendships change? MW</li><li>How might I behave when I feel strong emotions linked to loss and change? MW</li><li>How might people feel when loved ones or pets die, or they are separated from them for other reasons?</li><li>What changes might people welcome and how can they plan for these?</li></ul>	<ul style="list-style-type: none"><li>Range of experiences of change</li><li>Positive changes</li><li>Emotions involved in loss and change</li><li>Taking responsibility for choices</li><li>Confidence in new situations</li><li>People I see, people I don’t see</li><li>Bereavement</li></ul>		
<b>Relationships Education:</b> • FP Families & People who care for me • CF Caring Friendships • RR Respectful Relationships • OR Online Relationships • BS Being Safe <b>Health Education:</b> • MW Mental Wellbeing • IS Internet Safety & Harms • PHF Physical Health & Fitness • HE Healthy Eating • DAT Drugs, Alcohol & Tobacco • HP Health & Prevention • BFA Basic First Aid • CAB Changing Adolescent Body			
Bold text & initials = main link		Initials only = contributes to	



**Myself & My Relationships**

**Beginning and Belonging (BB 5/6)**

- What are my responsibilities for helping others in school feel happy and safe? RR
- How can I take responsibility for building relationships in my school and how does this benefit us all? CF
- How might different people feel when starting something new and how can I help? MW
- How do we help people feel welcome and valued in and out of school? CF
- What helps me to be resilient in a range of new situations? MW
- Are there more ways I can get help now and how do I seek support? BS

- Ground Rules / class charters
- Responsibilities
- Belonging
- New experiences
- Resilience
- Managing emotions
- Networks of support
- Online sources of support

**Citizenship**

**Rights, Rules & Responsibilities (RR 5/6)**

- **What are the conventions of courtesy & manners and how do these vary?** RR
- **How does my behaviour online affect others and how can I show respect?** IS/RR
- Why is it important to keep my personal information private, especially online? IS
- How can I contribute to making and changing rules in school?
- How else can I make a difference in school?
- What are the basic rights of children and adults?
- Why do we have laws in our country?
- How does democracy work in our community and in our country?
- What do councils, councillors, parliament and MPs do?
- **How do I take part in debate, respectfully listening to other people's views?** RR

- Courtesy, manners & respect
- Online behaviour
- Privacy
- Ground rules/class charters
- Children's rights
- Conflicting rights & responsibilities
- Rules and laws in society
- Role of the police
- Local & national democracy
- Participation in class & school
- School and class councils
- Social and moral issues

**Myself & My Relationships**

**My Emotions (ME 5/6)**

- **How can we make mental wellbeing a normal part of daily life, in the same way as physical wellbeing?** MW
- **What does it mean to have a 'strong sense of identity' & 'self-respect'?** RR
- **What can I do to boost my self-respect?** RR
- **How do I manage strong emotions?** MW
- **How can I judge if my own feelings and behaviours are appropriate & proportionate?** MW
- **How do I recognise how other people feel and respond to them?**
- **What is loneliness and how can we manage feelings of isolation?** MW
- **How common is mental ill health and what self-care techniques can I use?** MW
- **How and from whom do I get support when things are difficult?** MW

- Mental health
- Self-respect & identity
- Feelings, thoughts, behaviour
- Recognising strong feelings
- Loneliness
- Empathy
- Networks of support

**Myself & My Relationships**

**Family and Friends (FF 5/6)**

- **What are the characteristics of healthy friendships on and offline and how do they benefit me?** CF
- **How do trust and loyalty feature in my relationships on and offline?** CF
- What are the benefits and risks of making new friends, including those I only know online? OR
- **Can I always balance the needs of family & friends & how do I manage this?** FP
- **Can I communicate, empathise & compromise when resolving friendship issues?** CF
- **How can I check that my friends give consent on and offline?** BS
- **How do people in my family continue to support each other as things change?** FP
- Who are in my networks, on & offline, and how have these, changed and how do we support each other? OR

- Healthy friendships
- Trust
- Loyalty
- Empathy
- Compromise
- Consent
- Changing networks
- Family support
- Influences and pressures
- Cooperation
- Networks of support
- Online communities

**Citizenship**

**Working Together (WT 5/6)**

- What are my strengths and skills and how are they seen by others?
- What helps me learn new skills effectively?
- What would I like to improve and how can I achieve this?
- How could my skills and strengths be used in future employment?
- What are some of the jobs that people do?
- How can I be a good listener to other people? CF
- How can I share my views effectively and negotiate with others to reach agreement? RR
- How can I persevere and help others to do so? CF
- How can I give, receive and act on sensitive and constructive feedback? RR

- Self perception and self evaluation
- Developing skills
- Steps towards goals
- The world of work
- Effective communication
- Chairing group discussions
- Courtesy, negotiation & debate
- Problem solving and perseverance
- Influence of the media
- Evaluation

**Myself & My Relationships**

**Anti-bullying (AB 5/6)**

- **Can I explain the differences between friendship difficulties and bullying?** CF
- **Can I define the characteristics and different forms of bullying?** RR
- **How do people use technology & social media to bully others and how can I help others to prevent and manage this?** ISH
- **What do all types of bullying have in common?** RR
- **Might different groups experience bullying in different ways?** MW
- **How can people's personal circumstances affect their experiences?** MW
- **How does prejudice sometimes lead people to bully others?** CF
- **Can I respond assertively to bullying, online and offline?** RR
- **How might bullying affect people's mental wellbeing and behaviour?** MW
- **How and why might peers become colluders or supporters in bullying situations?** RR
- **Can I identify ways of preventing bullying in school and the wider community?** RR

- Friendship difficulties
- Defining bullying
- Bullying relating to race/ religion/culture
- Homophobic, biphobic & transphobic bullying
- Cyberbullying
- Physical, mental & emotional wellbeing
- Peer influence
- Bystanders/colluders
- Responsive strategies
- Assertiveness
- Equality Act
- Sources of support

**Citizenship**

**Diversity and Communities (DC 5/6)**

- **How do other people's perceptions, views and stereotypes influence my sense of identity?** RR
- **How do views of gender affect my identity, friendships, behaviour & choices?** RR
- **What are people's different identities, locally and in the UK?** FP
- **How can I show respect to those with different lifestyles, beliefs & traditions?** RR
- **What are the negative effects of stereotyping?** RR
- **Which wider communities & groups am I part of & how does this benefit me?** MW
- **What are voluntary organisations and how do they make a difference?** MW
- What is the role of the media and how does it influence me and my community?
- Who cares for the wider environment and what is my contribution?

- Influences on my identity
- Gender
- Diversity in communities
- Challenging stereotypes
- Voluntary, community, charitable and pressure groups
- The media
- Environmental issues
- Sustainability

**Economic Wellbeing**

**Financial Capability (FC 5/6)**

- What different ways are there to gain money?
- What sort of things do adults need to pay for?
- How can I afford the things I want or need?
- How can I make sure I get 'value for money'?
- Why don't people get all the money they earn?
- How is money used to benefit the community or the wider world?
- What is poverty?

- Earnings & deductions
- Wants and needs
- Range of jobs
- Budgeting
- Debt and credit
- Financial planning (including insurance and pensions)
- Making choices
- Managing feelings about money
- Poverty
- Role of charities

**Healthy & Safer Lifestyles**

**Managing Safety and Risk (MSR 5/6)**

- When might it be good for my mental health for me to take a risk? MW
- What are the possible benefits and consequences of taking physical, emotional and social risks? MW
- **When am I responsible for my own safety as I get older and how can I keep others safer?** BS
- **How can I safely get the attention of a known or unknown adult in an emergency?** BS
- **Can I carry out basic first aid in common situations, including head injuries?** BFA
- What are the benefits of cycling and walking on my own and how can I stay safer? MW
- **How can being outside support my wellbeing & how do I keep myself safe in the sun?** HP
- What are the benefits of using public transport and how can I stay safe near railways?
- How can I prevent accidents at school and at home, now that I can take more responsibility?

- Personal responsibility for safety
- Risk reduction strategies
- Getting help
- Sources of support
- Basic first aid
- Road safety
- Sun safety
- Cycle safety
- Railway safety
- Electrical safety
- Health and safety rules in school
- Preventing a wider range of accidents

**Healthy & Safer Lifestyles**

**Drug Education (DE 5/6)**

- **What do I know about medicines, alcohol, smoking, solvents and illegal drugs and why people use them?** DAT
- **How does drug use affect the way a body or brain works?** DAT
- **How do medicines help people with different illnesses?** DAT
- **What immunisations have I had or may I have in future and how do they keep me healthy?** HP
- **What is drug misuse?** DAT
- **What are some of the laws about drugs?** DAT
- How can I assess risk, recognise peer influence & respond assertively? (RR)
- **When and how should I check information about drugs?** DAT

- Effects of drug use
- Essential use of medicines
- Drug misuse
- Staying safe around risky substances
- Influence of friends and media
- Reliability of information
- Immunisations

**Healthy & Safer Lifestyles**

**Digital Lifestyles (TG Digital Lifestyles)**

- **What are some examples of how I use the internet, the services it offers, and how do I make decisions?** OR
- **What are the principles for my contact and conduct online, including when I am anonymous?** OR
- **How can I critically consider my online friendships, contacts and sources of information, and make positive contributions?** OR
- **How might the media shape my ideas about various issues and how can I challenge or reject these?** OR
- **Can I explain some ways in which information and data is shared and used online?** OR
- **How can online content impact on me positively or negatively?** OR
- **What are my responsibilities for my own and others' mental and physical wellbeing online and how can I fulfil these?** IS
- **What are some ways of reporting concerns and why is it important to persist in asking?** IS
- **Can I identify, flag and report inappropriate content?** IS

- Decision making
- Positive contributions
- Evaluating content
- Information storage & sharing
- Mental & physical wellbeing
- Responsibilities
- Reporting

**Healthy & Safer Lifestyles**

**Personal Safety (PS 5/6)**

- How do I recognise my own feelings and consider how my actions may affect the feelings of others? MW
- **Can I use my Early Warning Signs to judge how safe I am feeling?** BS
- How do I judge who is a trusted adult or trusted friend? CF
- **How can I seek help or advice from someone on my network of support and when should I review my network?** BS
- **How could I report concerns of abuse or neglect?** BS
- **Can I identify appropriate & inappropriate or unsafe physical contact?** BS
- **How do I judge when it is not right to keep a secret and what action could I take?** BS
- **How can I recognise risks online and report concerns?** OR
- **What strategies can I use to assess risk and help me feel safer when I am feeling unsafe?** BS

- Recognising own feelings & considering others
- Rights and responsibilities
- Is my fun, fun for everyone?
- Early Warning signs
- Identifying trusted adults
- Networks of support
- Safety continuum
- Recognising and reporting abuse or neglect
- Bodily autonomy
- Personal boundaries
- Safe, unsafe, unwanted touch
- Safe and unsafe secrets
- Online safety
- Protective interruption
- Assessing risk

**Healthy & Safer Lifestyles**

**Relationships and Sex Education (RS 5)**

- **What are male and female sexual parts called and what are their functions?** BS
- **How can I talk about bodies confidently and appropriately?** BS
- **What happens to different bodies at puberty?** CAB
- What might influence my view of my body?
- **How can I keep my growing and changing body clean?** HP
- **How can I reduce the spread of viruses and bacteria?** HP

- Names of sexual parts
- Puberty
- Physical and emotional change
- Menstruation
- Developing body image
- Changing hygiene routines
- Viruses and bacteria

**Healthy & Safer Lifestyles**

**Relationships and Sex Education (RS 6)**

- What are different ways babies are conceived and born? (Sex Education)
- **What effect might puberty have on people's feelings and emotions?** CAB
- **How can my words or actions affect how others feel, and what are my responsibilities?** MW
- **What should adults think about before they have children?** FP
- **Why might people get married or become civil partners?** FP
- **What are different families like?** FP

- Human lifecycle
- Sexual reproduction
- Changing emotions and relationships
- Responsibility for others
- Love and care
- Marriage & civil partnership
- Families

**Healthy & Safer Lifestyles**

**Healthy Lifestyles (HL 5/6)**

- **How does physical activity help me & what might be the risks of not engaging in it?** MW
- **What could characterise a balanced or unbalanced diet and what are the associated benefits and risks?** HE
- **What are the different aspects of a healthy lifestyle and how could I become healthier?** PHF/HP
- What are the factors influencing me when I'm making lifestyle choices and how might these change over time?
- **What might be the signs of physical illness and how might I respond?** HP
- **What are the benefits and risks of spending time online/on electronic devices, in terms of my physical and mental health?** IS
- **Why are online apps and games age restricted?** IS

- Eatwell Guide
- Nutritional content
- Portion sizes
- Meal planning
- Sleep hygiene
- Dental health
- Health as a continuum
- Risks & benefits of lifestyle choices
- Physical illness
- Gaming/social media age restrictions

**Myself & My Relationships**

**Managing Change (MC 5/6)**

- What positive and negative changes might people experience? CAB
- How do people's emotions evolve over time as they experience loss and change? MW
- How can I manage the changing influences and pressures on my friendships and relationships? CF
- What different strategies do people use to manage feelings linked to loss and change and how can I help? MW
- How might people whose families change feel?
- When might change lead to positive outcomes for people?
- What positive and negative changes have I experienced and how have these experiences affected me? CAB
- What strategies will help me to thrive when I move to my next school? MW

- Range of changes
- Emotions
- Strategies for change
- Supporting others
- School/phase transition

