

Relationship and sex education policy



St. Peter's School
A Church of England Primary School

For the children to realise their God-given gifts and talents, and grow following the example of Jesus

Matthew 19:26- But Jesus looked at them and said, "With man this is impossible but with God all things are possible"

Approved by:

Governors

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1. Aims

The aims of relationship and sex education (RSE) at our school are to:

- › Provide a framework in which sensitive discussions can take place
- › Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- › Help pupils develop feelings of self-respect, confidence and empathy
- › Create a positive culture around issues of sexuality and relationships
- › Teach pupils the correct vocabulary to describe themselves and their bodies
- › Teach pupils to respect one and other and understand difference and diversity.
- › Teach pupils the importance of stable loving relationships.

2. Statutory requirements

RSE is not compulsory in primary schools. However, primary schools are required to teach the elements of sex education contained in the science curriculum.

If primary schools do teach RSE, they must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At St Peters School we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff taking into account the needs and feelings of pupils. If pupils ask questions outside the scope of our curriculum, teachers will respond in an appropriate manner so pupils are fully informed and don't seek answers online

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, PE, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions (in year 5 and 6) and where possible delivered by a trained health professional.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life.

7. Roles and responsibilities

7.1 The governing board

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

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 8).

7.3 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 [non-statutory/non-science] 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.

7.4 Pupils

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

8. Parents' right to withdraw

Parents have the right to withdraw their children from the [non-statutory/non-science] 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.

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

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by the Senior Leadership Team through:

Work scrutinies, learning walks and interviews with pupils

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the SLT every four years. At every review, the policy will be approved by the governing body.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Key Stage 1 Curriculum outline and links – Cycle A

	<p>PSHE/PE – physical health and fitness</p> <p>what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity</p> <p>about the ways that pupils can help the people who look after them to more easily protect them'</p> <p>about people who look after them, their family networks, who to go to if they are worried and how to attract their attention</p> <p>to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences</p>	
Autumn	<p>NATURE NAVIGATORS – (6 WEEKS)</p> <p>PSHE - Mental Wellbeing – Whole school day</p> <p>to communicate their feelings to others, to recognise how others show feelings and how to respond</p> <p>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>what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest</p> <p>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>recognise different types of teasing and bullying, to understand that these are wrong and unacceptable</p> <p>about people who look after them, their family networks, who to go to if they are worried and how to attract their attention</p> <p>Respectful relationships</p> <p>Identify and respect the differences and similarities between people.</p> <p>Recognise the importance of respecting others even when they are very different from them or making different choices or have differences preferences or beliefs</p> <p>Practical steps they can take in different contexts to improve or support respectful relationships.</p> <p>Caring friendships</p> <p>To identify their special people (family, friends, and carers). What makes them special and how they should care for one another.</p> <p>To recognise their behaviour can affect others.</p>	<p>CRACKING IDEAS! (6 WEEKS)</p> <p>Online safety</p> <p>Rules for and ways to keep physically and emotionally safe, including responsible ICT use and online safety.</p> <p>Recognise that they share a responsibility for keeping themselves and others safe. When to say yes, no, I'll ask or I'll tell.</p> <p>What constitutes and how to maintain a healthy lifestyle, e.g. physical activity and rest</p>

	<p>Recognise what is fair and unfair, kind and unkind, right and wrong. That peoples bodies and feelings can be hurt. To listen to other people and play and work cooperatively To recognise different types of teasing and bullying and understand that these are wrong and unacceptable.</p> <p>First Aid Know how to make a clear and efficient call to emergency services.</p>	
Spring	<p>ME AND MY FAMILY (6 WEEKS)</p> <p>Families and people who care for me That families are important for children growing up because they give love, security and stability. The characteristics of healthy life, including commitment to each other in times of difficulty, protection and care for children and the importance of spending time together. That families can look different from their own family and that stable caring relationships are at the heart of happy families.</p> <p>Drugs and tobacco That household products, including medicines can be harmful if not used properly.</p> <p>Healthy eating What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health</p>	

Summer	<p>AT THE SEASIDE (10 WEEKS) (A contrasting UK locality)</p> <p>Being safe</p> <p>What is meant by privacy, their right to keep things private and respecting privacy.</p> <p>To recognise that they share responsibility for keeping themselves and others safe.</p> <p>To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond.</p> <p>About people who look after them, their family networks, who to go to if they are worried and how to attract their attention.</p> <p>Health and prevention</p> <p>What constitutes and how to maintain a healthy lifestyle, e.g. physical activity, rest, healthy eating and dental health.</p> <p>How to maintain personal hygiene.</p> <p>How some diseases are spread and how to prevent them.</p>
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Key Stage 1 Curriculum outline and links – Cycle B

	<p>PSHE/PE – physical health and fitness</p> <p>what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity about the ways that pupils can help the people who look after them to more easily protect them’ about people who look after them, their family networks, who to go to if they are worried and how to attract their attention to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences</p>	
Autumn	<p>STREET DETECTIVES (8 WEEKS)</p> <p>Respectful relationships Identify and respect the differences and similarities between people. Recognise the importance of respecting others even when they are very different from them or making different choices or have differences preferences or beliefs Practical steps they can take in different contexts to improve or support respectful relationships.</p> <p>Caring friendships To identify their special people (family, friends, and carers). What makes them special and how they should care for one another. To recognise their behaviour can affect others. Recognise what is fair and unfair, kind and unkind, right and wrong. That people's bodies and feelings can be hurt. To listen to other people and play and work cooperatively To recognise different types of teasing and bullying and understand that these are wrong and unacceptable.</p> <p>Families and people who care for me That families are important for children growing up because they give love, security and stability. The characteristics of healthy life, including commitment to each other in times of difficulty, protection and care for children and the importance of spending time together.</p>	<p>CELEBRATIONS (5 WEEKS) (Diwali, fireworks, birthday, advent, Christmas)</p> <p>PSHE – online relationships / internet safety and harms</p> <p>Rules for and ways to keep physically and emotionally safe, including responsible ICT use and online safety. Recognise that they share a responsibility for keeping themselves and others safe. When to say yes, no, I'll ask or I'll tell. What constitutes and how to maintain a healthy lifestyle, e.g. physical activity and rest.</p>

	<p>That families can look different from their own family and that stable caring relationships are at the heart of happy families.</p> <p>First Aid Know how to make a clear and efficient call to emergency services.</p>	
Spring	<p>POLAR EXPLORERS (7 weeks)</p> <p>Caring friendships To identify their special people (family, friends, and carers). What makes them special and how they should care for one another. To recognise their behaviour can affect others. Recognise what is fair and unfair, kind and unkind, right and wrong. That peoples bodies and feelings can be hurt. To listen to other people and play and work cooperatively To recognise different types of teasing and bullying and understand that these are wrong and unacceptable.</p>	
Summer	<p>Fit kids! (6 WEEKS)</p> <p>Healthy eating What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health</p> <p>Drugs and tobacco That household products, including medicines can be harmful if not used properly.</p> <p>Being safe What is meant by privacy, their right to keep things private and respecting privacy.</p>	

To recognise that they share responsibility for keeping themselves and others safe.

To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond.

About people who look after them, their family networks, who to go to if they are worried and how to attract their attention.

Health and prevention

What constitutes and how to maintain a healthy lifestyle, e.g. physical activity, rest, healthy eating and dental health.

How to maintain personal hygiene.

How some diseases are spread and how to prevent them.

PSHE – Me, Myself and I (1/2 weeks)**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
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

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

PSHE – Drugs, alcohol and tobacco

which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others

PSHE – mental health day

to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these

what positively and negatively affects their physical, mental and emotional health

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 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

to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing

to recognise when they need help and to develop the skills to ask for help...

about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe

to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities

to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)

	<p>PSHE: Financial capability</p> <ul style="list-style-type: none"> • Have a broad view of what money is, including history, trade and currencies. • Know that the choices we make and the ideas we have about money change according to individual circumstances, values, beliefs and culture. • Understand how our choices can have an impact on the local and wider communities. • Understand that managing money is complex and may involve risk. • Have a broad view of what we mean by poverty and know something of its links with trade and charities. • Understand that feelings around money can be complex, difficult and changeable. • be able to manage money effectively in real life situations, making informed choices, tracking spending and keeping within a budget • Identify a range of jobs and explain how to develop the skills required to work in the future • Demonstrate how to save and look after money
Summer	<p><u>Families and people who care for me</u></p> <p>to recognise different types of relationships, including those between acquaintances, friends, relatives and families 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 to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</p> <p><u>Health and Prevention</u></p> <ul style="list-style-type: none"> •key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes •about menstrual wellbeing including the key facts about the menstrual cycle •that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care •that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up <p><u>Basic First Aid – Year 5</u></p> <p>concepts of basic first-aid, for example dealing with common injuries, including head injuries</p> <p><u>Changing adolescent body</u></p> <p>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes about menstrual wellbeing including the key facts about the menstrual cycle</p>

Year 3 / 4 - Cycle A

Autumn	<p><u>Mental Wellbeing:</u></p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings • how to judge whether what they are feeling and how they are • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests • isolation and loneliness can affect children and that it is very important for children to discuss their feelings within adult and seek support • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) • It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough <p><u>Respectful Relationships:</u></p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • practical steps they can take in a range of different contexts to improve or support respectful relationships • the conventions of courtesy and manners • the importance of self-respect and how this links to their own happiness • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • what a stereotype is, and how stereotypes can be unfair, negative or destructive • the importance of permission-seeking and giving in relationships with friends, peers and adults <p><u>Internet Safety and Harms:</u></p> <ul style="list-style-type: none"> • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the
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	<p>importance of keeping personal information private</p> <ul style="list-style-type: none"> • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health • where and how to report concerns and get support with issues online <p><u>Online Relationships:</u></p> <ul style="list-style-type: none"> • 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
Spring	<p><u>Roman Invaders – 6 weeks</u></p> <p>PSHE Internet Safety and Harms</p> <ul style="list-style-type: none"> • how to be a discerning consumer of information, including that from search engines is ranked, selected and targeted • where and how to report concerns and get support with issues online
Summer	<p>PSHE based</p> <p><u>Being Safe (1 week)</u></p> <p>PSHE Being Safe</p> <p><u>Being Safe:</u></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

	<p>where to get advice from e.g. family, school and/or other sources</p> <p>PSHE: Healthy Eating</p> <p><u>Ancient Greece- 5 weeks</u></p> <p>PSHE: Internet Safety and Harms; Health and Prevention; Basic First Aid</p> <ul style="list-style-type: none"> • how to be a discerning consumer of information, including that from search engines is ranked, selected and targeted • where and how to report concerns and get support with issues online
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Year 3 / 4 - Cycle B

Autumn	<p><u>Families and people who care for me:</u></p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed <p><u>Caring Friendships:</u></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
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Mental Wellbeing:

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

Volcanoes - 7 weeks

PSHE: Internet Safety and Harms

PSHE skills used to research:

- how to be a discerning consumer of information, including that from search engines is ranked, selected and targeted
- where and how to report concerns and get support with issues online

Spectacular Suffragettes – 4 weeks

PSHE: British values; Internet Safety and Harms

- how to be a discerning consumer of information, including that from search engines is ranked, selected and targeted
 - where and how to report concerns and get support with issues online
 - that for most people the internet is an integral part of life and has many benefits
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online

	<p>on their own and others' mental and physical wellbeing</p> <p>British Values:</p> <ul style="list-style-type: none"> • an understanding of how citizens can influence decision-making through the democratic process • an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour <p>an understanding of the importance of identifying and combatting discrimination</p> <p><u>Healthy Eating:</u></p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content) • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours <p>Health and Prevention</p> <p>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</p>
Spring	<p><u>Funny bones - 4 weeks</u></p> <p>Drugs, alcohol and tobacco</p> <ul style="list-style-type: none"> • the facts about legal and illegal substances and associated risks, including smoking, alcohol use and drug-taking <p>Basic First Aid</p> <ul style="list-style-type: none"> • know how to make a clear and efficient call to emergency services if necessary • concepts of basic first-aid, for example dealing with common injuries, including head injuries <p>Health and Prevention</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer • The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing. • the facts and science relating to allergies, immunisation and vaccination <p>Being Safe</p> <p>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p>

Summer	<p><u>Weather-</u></p> <p>PSHE: health and safer lifestyles</p> <ul style="list-style-type: none"> • Understand how exposure to sun light can be dangerous. • Describe the risk of different scenarios including less obvious examples. • Suggest ways of staying safe in the sun and why they work.
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Year 5/ 6 curriculum outline and links - CYCLE B

Autumn	<p>PSHE <u>Caring Friendships</u> how important friendships are in making us feel happy and secure, and how people choose and make friends</p> <ul style="list-style-type: none"> •the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support v 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 never right •how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed <p><u>On-line relationships</u> that people sometimes behave differently online, including by pretending to be someone they are not that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met how information and data is shared and used online.</p> <p><u>Internet safety and harms</u> the responsible use of mobile phones... and safe user habits (time limits, turning it off at night etc.) strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships that their actions affect themselves and others how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</p>
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	<p>how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others</p> <p><u>Mental Wellbeing –</u> to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these what positively and negatively affects their physical, mental and emotional health 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 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 to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing to recognise when they need help and to develop the skills to ask for help... about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, ‘trolling’, how to respond and ask for help)</p>
Spring	<p>PSHE : <u>Health and Prevention</u> •key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes •about menstrual wellbeing including the key facts about the menstrual cycle</p> <p>•that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care •that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up</p>
Summer	<p>PSHE – <u>Changing adolescent body</u> key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes about menstrual wellbeing including the key facts about the menstrual cycle</p> <p>PSHE : <u>Respectful relationships</u></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

	<p>positions of authority</p> <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 <p><u>Basic First Aid – Year 5</u></p> <p>concepts of basic first-aid, for example dealing with common injuries, including head injuries</p>
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