

St Anne's CE (Aided) Primary School



Relationships Education and Health Education Policy

Growing Together to Flourish in God's World

Our School Vision

St Anne's CE (Aided) Primary School is a happy vibrant school where diversity and individuality are celebrated. We are passionate in our pursuit of excellence in all aspects of school life. We nurture and inspire children to develop confidence and resilience in an environment where efforts are valued and all children flourish.

Rationale

The purpose of this document is to provide for teachers, parents and governors a clear summary of the role of Relationships Education and Health Education within the broad and balanced curriculum offered at St Anne's CE (Aided) Primary School.

Relationships Education and Health Education are firmly rooted in our school's Personal, Social and Health Education (PSHE) and are also delivered as part of other curriculum areas including Science, Computing RE and PE. This policy links with other school policies such as the Behaviour/Antibullying Policy, SMSC and British Values Policy, RE Policy, Equal Opportunities Policy, Safeguarding Policy, Staff Conduct Policy and Health and Safety Policy.

The policy will be used by:

Teachers, who will look to it to guide their lesson planning and to put boundaries around the issues they can explore with children, and the range of ways that these can be explored;

Parents, who will look to see both the Relationships Education and Health Education curriculum content and the values the school is promoting;

Health professionals, visiting speakers and so on, who will want to know the aims, objectives and values the school's Relationships Education and Health Education promote, agreed teaching methodologies and boundaries for their work with children.

Aims and Objectives

In adherence with the Education Act 2002 we provide a balanced and broadly-based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The Relationships Education and Health Education (England) Regulations are made under sections 34 and 35 of the Children and Social Work Act 2019 and provide that all primary pupils must be taught Relationships Education and Health Education.

All governors and staff recognize our duties under the **Equality Act 2010** to:

- Eliminate discrimination, bullying and harassment aimed at protected characteristics as defined in the Act.

- ⊗ Promote equality of access and opportunity within our school and within our wider community.
- ⊗ Promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

At St Anne's School, Relationships Education and Health Education are underpinned by the ethos and values of our school and we uphold them as an entitlement for all our pupils. We believe that a Church of England school should positively set standards of behaviour and morality which are informed by Christ's teaching and not merely accept or reflect existing social and moral standards. The pupils will be encouraged to have due regard to moral considerations and the value of 'family' life. We recognise the need to work as a whole school community to ensure a shared understanding of Relationships Education and Health Education and the values under-pinning them and to deliver an effective programme that meets the needs of our pupils, taking into account other faiths, abilities and backgrounds.

We aim to develop an understanding in our pupils of the biological, emotional, social, legal and moral aspects of sex and sexuality. We teach Relationships Education and Health Education within the wider context of building self-esteem, emotional well-being, relationships and healthy lives beginning in the early years through to Year 6.

The organisation of Relationships Education and Health Education

Relationships Education and Health Education are led by the PSHE Lead, Lyndsey Martin, and PE lead, Naomi McCabe. They are responsible for the overall planning, implementation and review of the programme. They monitor the planning and delivery of content, provide appropriate resources, and offer guidance and support in the delivery and assessment of Relationships Education and Health Education. Leaders will endeavour to keep up-to-date with materials and guidance for Relationships Education and Health Education, in line with other curriculum areas. The school will support this by affording them regular opportunities for appropriate training. They may lead, organise or inform staff and the wider school community of training and current issues.

Relationships Education

The Relationships Education curriculum will cover:

Families and people who care for me

Pupils should know

- ⊗ 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.

Caring friendships

Pupils should know

- ⊗ how important friendships are in making us feel happy and secure, and how people choose and make friends.
- ⊗ the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- ⊗ that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- ⊗ that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- ⊗ how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

Pupils should know

- ⊗ 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.

Online relationships

Pupils should know

- ⊗ that people sometimes behave differently online, including by pretending to be someone they are not.
- ⊗ that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.

- ⊗ the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- ⊗ how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- ⊗ how information and data is shared and used online.

Being safe

Pupils should know

- ⊗ what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- ⊗ about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- ⊗ that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- ⊗ how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- ⊗ how to recognise and report feelings of being unsafe or feeling bad about any adult.
- ⊗ how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- ⊗ how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- ⊗ where to get advice e.g. family, school and/or other sources.

Health Education

The Health Education Curriculum will cover:

Mental wellbeing

Pupils should know

- ⊗ 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 behaving is appropriate and proportionate.
- ⊗ 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 with an 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.

Internet safety and harms

Pupils should know

- ⊗ 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 on their own and others' mental and physical wellbeing.
- ⊗ how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- ⊗ why social media, some computer games and online gaming, for example, are age restricted.
- ⊗ 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.
- ⊗ how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- ⊗ where and how to report concerns and get support with issues online.

Physical health and fitness

Pupils should know

- ⊗ the characteristics and mental and physical benefits of an active lifestyle.
- ⊗ the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- ⊗ the risks associated with an inactive lifestyle (including obesity).
- ⊗ how and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

Pupils should know

- ⊗ 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 (e.g. the impact of alcohol on diet or health).

Drugs, alcohol and tobacco

Pupils should know

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

Pupils should know

- 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 dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to immunisation and vaccination.

Basic first aid

Pupils should 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.

Changing adolescent body

Pupils should know:

- 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.

The objectives for **Relationships Education** and **Health Education** will match the age and maturity of the pupils involved. (see Curriculum Plan – Appendix A)

We use the PSHE Association Scheme of Work and this is placed within the context of talking about feelings and relationships. Ensuring Relationships Education and Health Education are embedded within PSHE will ensure a focus upon self-esteem and respect for self and others. Through these subjects, we want to support all children to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society.

The Relationships Education and Health Education programme also include elements of the statutory Science curriculum 2014, which is mandatory for all pupils. Parents/carers are not able to withdraw their children from National Curriculum Science. (*section 405 of the Education Act 1996*)

National Curriculum Science 2014

Key Stage 1: Animals including humans

- ◉ Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- ◉ Notice that animals, including humans, have offspring which grow into adults
- ◉ Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- ◉ Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Key Stage 2: Animals including humans

- ◉ Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- ◉ Describe the life process of reproduction in some plants and animals.
- ◉ Describe the changes as humans develop to old age.
- ◉ Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Staffing

Class teachers, with their understanding and knowledge about their pupils in terms of age, maturity, development, religious, cultural and special needs, are in the best position to deliver most Relationships Education and Health Education. Therefore, it is our aim that all teachers will be able to deliver the curriculum in their class, with support and training when needed. In the unlikely scenario of a member of staff expressing concern about teaching Relationships Education and Health Education they will be supported to ensure the delivery of the programme.

Visitors

We welcome the support of visitors offering specialist support and links with the community. The school nurse, other health professionals and Theatre in Education groups, may be involved at different stages of the programme. Visitor sessions always complement the existing Relationships Education and Health Education provision and never replace or substitute teacher-led curriculum provision. The lessons are prepared with the visiting speaker and the class teacher will remain with the class at all times.

Training and Development Needs

The Relationships Education and Health Education leaders will receive appropriate training to update knowledge and access resources. Leaders will share knowledge with all staff and governors whenever necessary. Training will include the appropriate ways to respond to issues and discussions raised by children in an informal setting and on issues related to confidentiality and child protection.

Curriculum Delivery

Curriculum planning for Relationships Education and Health Education is part of the whole school planning process for PSHE and is informed by National Curriculum Science, Computing and PE.

We have:

- Designated PSHE curriculum times, which provide focused opportunities for raising specific issues in a safe and structured session.
- Cross-curricular links, when appropriate, will also be delivered in Science, Computing, RE, PE and History (for example).
- Relationships Education and Health Education will be taught in mixed groups so that boys and girls are encouraged to work with each other. It is important that both boys and girls know about the experience of puberty for the opposite gender. However, there will be planned opportunities for single gender sessions in Y6 to explore puberty and these sessions are usually delivered by our school nurse.

Teaching and Learning

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

These techniques include:

- Establishing ground rules with pupils - as in all aspects of PSHE a set of ground rules helps create a safe environment.
- Using 'distancing' techniques
- Knowing how to deal with unexpected or difficult questions or comments from pupils.
- Encouraging reflection.

Resources

All resources are selected to ensure that they are consistent with the school ethos and values and support the aims and objectives of Relationships Education and Health Education. Care is taken to ensure resources comply with the school's Equal Opportunities Policy and are age appropriate and in line with the school's values.

Managing Difficult Questions:

We recognise that some aspects of Relationships Education and Health Education for teachers, pupils, parents and the wider school community may be considered sensitive or challenging. We respect the varied beliefs and values held by our school community, however, personal beliefs and attitudes will not influence the teaching of Relationships Education and Health Education. Teachers and all those contributing to them are expected to work within our agreed values framework as described in this policy and supported by current legislation and guidelines. Pupils may ask explicit or difficult questions, or seek information about specific issues. It is school policy to address these questions and provide information in a straightforward, age and maturity appropriate way. Questions do not have to be addressed at the time, and can be addressed individually later. The school believes that individual teachers must use their own skill and discretion in these situations and refer to the Headteacher if they are concerned. An anonymous question box is advisable and 'open question' sessions should be avoided. The school nurse may be used to support this process. In this way, pupils will be offered reassurance and will have misinformation corrected.

Equal Opportunities and Inclusion

Our pupils have different abilities based on their emotional and physical development, life experiences, literacy levels and learning difficulties, but we will aim to ensure that all pupils are properly included in Relationships Education and Health Education. Some pupils with SEN may be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. These pupils in particular will need to develop skills to reduce the risks of being exploited, and to learn what sorts of behaviours are, and are not, acceptable. Teachers may have to be more explicit and plan work in different ways in order to meet the individual needs of pupils with SEN or learning difficulties. It is helpful to remember to focus on activities that increase a pupil's assertiveness, communication and relationship skills, their self-esteem and understanding. Active learning methods and drama techniques are particularly effective.

Monitoring and Evaluation

The review and monitoring of this policy is the responsibility of the Relationships Education and Health Education Leaders and will include:

- Review of planning and guidance.
- Learning Walks and Lesson Observations
- Liaison with class teachers
- Pupil interviews and work scrutiny
- Regular audits of provision in order to ensure we are meeting the needs of all our pupils and delivering an effective programme.

Teachers and pupils will evaluate the lessons to aid future planning.

Confidentiality and Child Protection

Our school is committed to acting in the best interest of all the individuals within the school community. Pupils in our school will be constantly reminded of the benefits of confidentiality. Pupils will also be told, in age and maturity appropriate language that teachers can keep confidentiality except when the teacher is concerned about their safety or that of another child. When appropriate, children will be informed of sources of confidential help such as the school nurse (in a one-to-one setting) and 'Childline'.

Teachers and support staff are aware that teaching Relationships Education and Health Education can lead to pupil disclosures of possible abuse. All staff and visitors involved in the delivery of Relationships Education and Health Education are also clear that they cannot offer or give unconditional confidentiality to children in the school. All staff are aware of school child protection procedures and that any concerns must be reported to the Designated Safeguarding Lead, Deputy Designated Lead or directly to MASH in their absence. (*see Child Protection Policy*)

Staff will reassure pupils that, if confidentiality has to be broken, they will be informed first and supported.

Liaison with parents and carers

Our school would like to share responsibility with parents and carers in the delivery of Relationships Education and Health Education. We are confident that good communication and

sharing our philosophy, aims and purpose of Relationships Education and Health Education will enable parents/carers to support our programme.

Role of Governors

The governors have been consulted on this policy and have ratified it.

Right to be Excused from Sex Education

There is no parental right to withdraw from Relationships Education at primary level as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught. There is also no right to withdraw from the statutory Science National Curriculum. We do not teach sex education other than that covered in the science curriculum.

Implementation of policy

This policy, including the supporting guidance, will be implemented and delivered by all staff.

This policy will be reviewed in September 2023.

Links to Other Policies

This policy should be read alongside all policies but more specifically:

- Child Protection and Safeguarding of Pupils Policy and Procedure
- Relationships Education and Health Education Policy
- Anti-Bullying Policy
- Equality Policy and British Values
- Online Safety Policy
- Staff Conduct Policy
- Behaviour Policy

Signed:

Date:

Appendix A

PSHE (including Relationships Education and Health Education) Curriculum Overview



PSHE RSE Curriculum Mapping						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Gold	Who is special to me? My family; immediate and extended. Who lives in my house?	Feelings What makes me feel happy, sad, angry, scared, surprised? Looking at pictures/ clips of others, how are they feeling?	Who helps to keep us safe? People who help us. Who can we go to if we need help? How can we ask for help?	What makes me special and unique? What am I good at? What would I like to be better at?	Care and concern for others: How do we look after other people and and creatures?	Time for Change: Looking back over the year and forward to the next year. New classroom, new teachers, new friends.
Red Reception	Me and my world. All about me and my family. Feeling special and safe in class. Golden Promises. Rules and Routines	Emotions Recognising different feelings and emotions. Identify emotion pictures and how we might feel if in similar situations.	People who help me stay safe? People who help us. Who can we go to if we need help? How can we ask for help? appropriate/inappropriate touch; asking for help	Relationships Sharing, truthfulness and honesty. All about kindness.	We are all different. Differences and similarities. How we are all special and unique. Respecting each other.	Time for Change: Looking back over the year and forward to the next year. New classroom, new teachers, new friends, transition and feelings related to change. Nervous, excited, worried etc.
Yellow Class R/1	How do we decide how to behave? Class rules; respecting others' needs; behaviour; listening; feelings and bodies can be hurt	What can we do with money? Where money comes from; spending; saving; keeping money safe	How do we keep safe? Keeping safe in familiar and unfamiliar situations; household products (including medicines) can be harmful; secrets and surprises; appropriate/inappropriate touch; who helps keep us safe; asking for help		How do we feel? Different kinds of feelings; strategies to manage feelings; change and loss	What makes us special? Respecting similarities and differences between people; special people; that everyone is unique; but that everyone has similarities
Green Class Y1/2 (Zippy's Friends)	Module 1: Feelings: Full of feelings Feeling sad – feeling happy; feeling angry or annoyed; feeling jealous; feeling nervous <i>(PSHE Curriculum)</i>	Module 2: Communication: My favourite things Improving communication; listening; who can help us? Saying what we want to say	Module 3: Making and breaking relationships: Are you my friend? How to keep a friend; dealing with loneliness and rejection; how to resolve conflicts with friends; how to make friends	Module 4: Conflict Resolution: Beating Bullying How to recognise good solutions; dealing with bullying; solving problems; helping	Module 5: Dealing with Change and Loss: Saying Goodbye Change and loss are a part of life; coping with death; visit to a graveyard; learning	Module 6: We Cope: We Cope Different ways to cope; how to help others; adapting to new situations; celebrating together <i>(PSHE Curriculum)</i>

	<i>link: Year 1 Summer 1; Year 2 Summer 1)</i>	<i>(PSHE Curriculum link: Year 1 Autumn 1; Year 2 Autumn 1)</i>	<i>(PSHE Curriculum link: Year 1 Summer 1/Summer 2;Year 2 Autumn 2/Summer 1)</i>	others resolve conflicts <i>(PSHE Curriculum link: Year 1 Summer 2; Year 2 Autumn 2)</i>	from change and loss <i>(PSHE Curriculum link: Year 1 Summer 1; Year 2 Summer 1)</i>	<i>link: Year 1 Summer 1; Year 2 Summer 1)</i>
Blue Class Y2	How can we help? Group and class rules and why they are important; respecting own and others' rights and need; privacy; looking after the environment	What is bullying? Hurtful teasing and bullying is wrong, what to do about bullying; unsafe secrets; inappropriate touch what to do if it happens	How can we be healthy? Things that keep bodies and minds healthy (activity, rest, food); hygiene routines; healthy choices	What is the same and different about us? Recognise what they are good at; set simple goals; growing; and changing and being more independent; naming body parts correctly (including external genitalia); belonging to different groups	How do we show our feelings? Different kinds of feelings; strategies to manage feelings; change and loss; recognising how others are feeling; sharing feelings	How can we keep safe in different places? Rules for keeping safe in different places; including online; people who work in the community; asking for help; including in an emergency
Orange Class Y3	What are the rules that keep us safe? Importance of school rules for health and safety; hygiene routines; difference between appropriate and inappropriate touch; how to respond; keeping safe in local environment; how to get help in an emergency; people who help them stay safe	What can we do about bullying? Recognising bullying; how to respond and ask for help; people who help them stay healthy and safe	What are we responsible for? Responsibilities; rights and duties at home; in school and the local environment; how actions affect self and others	How can we describe our feelings? Wider range of feelings; conflicting feelings experiences at the same time; describing feelings; feelings associated with change; recognising wider range of feelings in others; responding to other's feelings	How can we eat well? What makes a balanced lifestyle; balanced diet; making choices; what influences choices	What jobs would we like? What is meant by stereotypes; what it means to be enterprising; working collaboratively to the shared goals; recognise achievements and set targets
Lime Class Y3/4 (Apple's Friends)	Module 1: Feelings To improve children's abilities to identify feelings and choose good solutions to help	Module 2: Communication To improve children's abilities to communicate effectively and to	Module 3: Friendship To improve children's abilities to make friends and to cope with rejection and loneliness. <i>(PSHE Curriculum link: Year 3</i>	Module 4: Solving Problems To improve children's abilities to resolve conflicts. <i>(PSHE Curriculum</i>	Module 5: Changes To improve children's abilities to cope with change and loss. <i>(PSHE Curriculum</i>	Module 6: Moving forward To improve children's abilities to cope with worry and disappointment and

	<p>themselves and others to feel better. (PSHE Curriculum link: Year 3 Spring 2)</p>	<p>listen and empathise with others. (PSHE Curriculum link: Year 4 Autumn 2)</p>	<p>Autumn 2; Year 4 Autumn 2)</p>	<p>link: Year 3 Autumn 2; Year 4 Autumn 2)</p>	<p>link: Year 3 Spring 2; Year 4 Spring)</p>	<p>reinforce the use of positive coping skills.</p>
<p>Lilac Class Y4/5</p>	<p>What is diversity? Difference and diversity of people living in the UK; values and customs of people around the world; stereotypes</p>	<p>How can we be a good friend? Recognise wider range of feelings in others; responding to feelings; strategies to resolve disputes; negotiation and compromise; resolving differences; feedback</p>	<p>How do we grow and change? Changes that happen at puberty; keeping good hygiene; describing intensity of feelings to others; managing complex emotions; different types of relationships; what makes a healthy relationship (friendship); maintaining positive relationships; who is responsible for their health and wellbeing; to ask for advice</p>		<p>How can we keep safe in our local area? Managing risk in familiar situations and the local environment; feeling negative pressure and managing this; recognising and managing dares; actions affect themselves and others; people who help them stay healthy and safe</p>	
<p>Turquoise Class Y5/6</p>	<p>What makes a community? What it means to be in a community; groups and individuals that support the local community; voluntary, community and pressure groups; appreciating the range of identities in the UK; values and customs of people living around the world</p>	<p>What does discrimination mean? Actions can affect self and others; discrimination, teasing and bullying; stereotypes; differences and similarities between people; equalities</p>	<p>How can we manage our money? About the role of money; ways of managing money; being a critical consumer; that images in the media do not necessarily reflect reality</p>	<p>What choices help health? What makes a balanced lifestyle; making choices; what is meant by a habit; drugs common to everyday life; who helps them stay healthy and safe</p>	<p>How can we be safe online and using social media? Keeping safe and well using a mobile phone; strategies for managing personal safety online; managing requests for images; personal boundaries;</p>	<p>What makes us enterprising? Different ways of achieving and celebrating personal goals; high aspirations; growth mind-set; setting up an enterprise; what enterprise means for work and society</p>
<p>Purple Class Y6</p>	<p>What makes a healthy and happy relationship? Different relationships; what makes positive; healthy relationships; recognise when relationships are unhealthy; committed; loving relationships (including marriage, civil</p>		<p>What are human rights? Why and how laws are made; taking part in making and changing rules; importance of human rights; rights of the child; right to</p>	<p>How can money affect us? Finance and its role in people's lives; being a critical consumer; what is</p>	<p>How can we stay healthy? What positively and negatively affects health; informed choices; balanced</p>	<p>How can we manage risk? Increased independence and responsibility; strategies for managing risk;</p>

	partnership); human reproduction	protect their bodies (including FGM or forced marriage); confidentiality and when to break a confidence	meant by interest, loan, debt, tax; how resources are allocated and how this affects individuals, communities and the environment; research and debate health and wellbeing issues	lifestyle; how drugs can affect health and safety; the law and drugs; who is responsible for their health and wellbeing	different influences; resisting unhelpful pressure; personal safety; managing requests for images; how anti-social behaviours affect wellbeing; how to handle anti-social or aggressive behaviours
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