

ANDOVER CE PRIMARY SCHOOL



Relationships Education Policy

Date Agreed:	November 2023	
Review Date:	November 2024	
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	Interim Headteacher	Chair of Governors



Vision

Our School aims to be a loving, inclusive family where our core Christian Values of Love, Courage and Forgiveness are recognised and developed. With God's Love, all are encouraged to thrive. As a Christian School Community, we believe that the ethos of our school should be built on a foundation of core Christian Values. The staff, children and governors have agreed the following three core values that we feel support our school motto which is promoted in school:

***‘Strive for Excellence in a happy, secure and Christian environment’
: Love Courage Forgiveness,***

These core values will help us sustain an ethos which supports our aim for children to live happy, safe, healthy and fulfilling lives, to develop children who are equipped to be active members of society who demonstrate stewardship, curiosity and resilience.

We hope that our core values will help children understand that there are some central beliefs that people hold, and learn to fall back on these when making choices and decisions using these core values as an important guiding tool.

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.

Aims

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

- Enable children to understand how to keep themselves and others safe
- Develop the personal skills needed by pupils for them to establish and maintain relationships, to recognise what a healthy relationship looks like, to form healthy relationships, ensuring respect and dignity for themselves and others
- Explore how to live well together, including behaving well towards others, disagreeing well, forgiving and repairing broken relationships
- Develop the skills to express their own views and make their own informed decisions, providing a framework in which sensitive discussions can take place
- Help pupils develop feelings of self-worth, self-respect, confidence and empathy, to cherish themselves and others as unique and wonderfully made
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Prepare pupils for puberty, by giving them an understanding of the importance of health and hygiene
- Enable children to make responsible and informed decisions about their health and well-being.

Policy Development

This policy has been developed in consultation with staff, pupils and parents as required by the Department for Education. We are committed to on-going consultation with families and stakeholders throughout the evolution of our school's relationships education programme. This process involved the following steps:

1. Review – a working group pulled together all relevant information including national and local guidance as well as the Winchester Diocesan RSE Guidance document.
2. Staff consultation – staff had the opportunity to look at the policy/curriculum and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to comment on the policy, look at examples of resources, and raise questions.
4. Ratification – once amendments were made, the policy was shared with governors and ratified.

Statutory Requirements

Relationships education is compulsory in primary schools from 2020, so all pupils must take part in these lessons. Sex education is not compulsory for primary schools. Pupils will learn about puberty, as part of the science and health education curriculum in years 5 and 6. They will also learn about human reproduction in year 6. Parents have the right to withdraw from this.

Curriculum

Our curriculum is set out in Appendix 1. This will be reviewed and adapted as and when necessary. We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. Teachers will use the objectives and always take into account the needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

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

Links to other curriculum areas

Curriculum at Key Stage 2, the science curriculum includes teaching about changes to the human body as it grows from birth to old age, including puberty. This remains statutory. Religious education links to relationships education by looking at family, values and morals, and the celebration of marriage in different traditions. Health education, which is statutory in state funded schools from September 2020, includes teaching on feelings as they relate to mental wellbeing, the importance of friends and family, the impact of bullying, and how children can seek help if they have worries. It also requires schools to teach about the emotional and physical changes that take place during puberty.

Delivery

Relationships education will be inclusive for all pupils, sensitive to all family and faith backgrounds and pupils' own identities. It will be respectful of all protected characteristics under the Equality Act 2010. Protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

Across all Key Stages, pupils will be supported to develop the following skills as appropriate to their age:

- Communication skills
- Forming positive relationships including self-respect as well as respect and empathy for others
- Recognising and assessing potential risks
- Assertiveness and managing conflict and difficult emotions.

These skills are taught within the context of family life and friendships, in an age appropriate way. The school environment will reflect, value and celebrate the diversity of friendships and relationships. Lessons will be delivered by school staff. Additional external organisations may also be invited to contribute to enhancing this curriculum e.g. NSPCC, School Nurse Team. The Department for Education (DfE) has set out guidance on what children must learn by the end of year 6, under a series of themes. The statutory content as written by the DfE is set out below. Some themes will recur throughout school while others will be taught in the most appropriate years. All visiting professionals must have read and understood the RSE policy before visiting the school and working with the children.

Families and people who care for me

- Families are important for children growing up because they can give love, security and stability
- 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
- Others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences or know that other children's families are also characterised by love and care
- 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
- 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

- How important friendships are in making us feel happy and secure, and how people choose and make friends
- Characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- 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

- 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
- 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
- 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

- People sometimes behave differently online, including by pretending to be someone they are not
- 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
- Rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- How information and data is shared and used online

Being safe

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- 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
- 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.

Roles and responsibilities

The Governors

The Governors will approve the relationships education policy, and hold the head teacher to account for its implementation.

The Head Teacher

The Head Teacher is responsible for ensuring that relationships education is taught consistently across the

school, and for managing requests to withdraw pupils from non-statutory sex education lessons, if applicable.

The Curriculum Leader

The Curriculum Leader will:

- Develop a differentiated curriculum
- Work closely with subject coordinators in Science, Computing R.E and P.E. to ensure Relationships Education, Sex Education and Health Education do not duplicate content covered in the National Curriculum
- Work with external organisations in order to enhance delivery of these subjects by introducing specialist knowledge and different ways of engaging with pupils
- Ensure that the teaching delivered by a specialist teacher fits with the planned programme
- Provide strategic leadership and direction
- Provide a curriculum that provides pupils with the essential knowledge they need to be educated citizens in democratic Britain;
- Coordinate a number of working parties in order to explore ways of improving the curriculum and the way in which we deliver it
- Promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities
- Ensure appropriate coverage of the curriculum
- Provide support and advice
- Monitor pupil progress in this area
- Ensure sufficient and up to date resources are in place
- Provide guidance and support to all staff
- Provide training for all staff on induction and when the need arises regarding
- Make effective use of relevant research and information to improve this policy
- Keep up to date with new developments and resources
- Review and monitor the implementation of the policy and curriculum
- Annually report to the Governing Body on the success and development of this policy

Staff

Staff are responsible for:

- Delivering relationships in a sensitive way, taking account of pupils' family and faith backgrounds
- Modelling positive attitudes to relationships education, as with any other subject
- Monitoring children's learning in order to ensure they make progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory sex education lessons, if applicable.
- Informing parents of when the Growing Up and its My Body units will be taking place in Year 5 and 6, allowing parents to look again at the resources to be used.

Staff do not have the right to opt out of teaching relationships education. Staff who have concerns about teaching this subject are encouraged to seek support.

Pupils

Pupils are expected to engage fully in relationships education lessons and treat others with respect and sensitivity, as we expect all the time in school.

Parents' right to withdraw their children from lessons

Parents have the right to withdraw their children from sex education lessons taught as part of the relationships education or PSHE curriculum. Requests for withdrawal should be put in writing and addressed to the head teacher. A copy of withdrawal requests will be placed in the pupil's file so that parents' wishes are on record. Alternative work will be given to pupils who are withdrawn from sex education. Primary schools are required to teach the elements of sex education contained in the science curriculum and there continues to be no right to withdraw from these lessons.

Our Approach as a Church School

The 2018 SIAMS schedule for inspection also states in the section on 'Dignity and Respect' that from 2019, schools should offer 'appropriate and coherent relationships and sex education that reflects the school's Christian vision and supports pupils to form healthy relationships' (SIAMS 2018). The Church of England document 'Valuing all God's Children', 2017 states: "All bullying, including homophobic, biphobic and transphobic bullying, causes profound damage, leading to higher levels of mental health disorders, self-harm, depression and suicide. Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value." (Page 1). It is also a part of the 2018 SIAMS schedule that Church of England schools should enable their pupils to "embrace difference".

The school's approach is consistent with the Church of England's RSE Charter and Principles, which can be found here: https://www.churchofengland.org/sites/default/files/2019-11/RSHE%20Principles%20and%20Charter_0.pdf

Links with other policies

- Safeguarding policy
- Child Protection policy
- Anti-Bullying Policy
- Acceptable Use Policy
- Equality and Diversity statement
- RE Policy
- Health and Safety policy
- Collective Worship policy

Monitoring arrangements

The delivery of RSE is monitored by the Lead for PSHE and the Headteacher through: Learning Walks, child conferencing/ pupil voice and work sampling. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by PSHE lead and the Curriculum and Standards committee on a bi-annual basis or in the event of updated statutory guidance. At every review, the policy will be approved by the governing body.

Andover CE Primary – Relationships Education
Includes Physical Health and Mental Wellbeing

Year R						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Getting to know you	People who help us	Traditional tales	Fantastic farms	Let it grow	Minibeasts
	Role playing with friendship/social situations Team building games Recognising emotions in ourselves and others Creating a class charter	Looking at the different jobs we can do. What do we want to do when we grow up? Clever Never Goes How do we keep safe? Belonging/Community	Understanding why rules help us keep safe. How do our actions affect others? Importance of listening.	Team building games Discussing likes and dislikes for food Looking at different opinions and responding. What does it mean to be a good friend?	Circle time listening games Team games – build a strong beanstalk Working in groups to grow plants	Using examples of butterflies to talk about differences. Circle time games and discussions The caterpillar to butterfly – discussing change (with a link to transition).
E-Safety	<ul style="list-style-type: none">- I can tell an adult when something worrying or unexpected happens while I am using the Internet.- I can be kind to my friends.- I can talk about the amount of time I spend using a computer / tablet / game device.- I am careful with technology devices.- I can ask an adult when I want to use the Internet.					
Year 1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	TEAM	Money Matters	Be Yourself	Britain	It's My Body	Aiming High
Relationships Education	-To learn that they belong to various groups and	-To learn how to keep money safe.	-To recognise what makes me special.	-To describe ways that I can help my school	-To know that I can choose what happens	-To identify star qualities I already have

	<p>communities.</p> <ul style="list-style-type: none"> -To identify special people in their lives, what makes them special and how special people should care about each other. -To learn to listen to each other and play and work cooperatively. -To recognise what is fair and unfair, kind and unkind and what is right and wrong. -To offer constructive feedback to others. -To recognise when people are being unkind, how to respond and who to tell. -To recognise different types of teasing and bullying. -To recognise and celebrate their strengths and to set simple but challenging goals. -To make real, informed choices that improve their physical and emotional health. -To recognise choices, have good and not so good choices. -To recognise that behaviour can affect others. 	<ul style="list-style-type: none"> -To learn that money comes from different sources and can be used for different purposes. -To recognise the differences between wants and needs. -To learn the importance of keeping track of what we spend. -To explain what happens when we shop. 	<ul style="list-style-type: none"> -To name some of the different feelings I have and can describe how they feel. -To recognise things I like that make me feel happy -To talk about the things that make me feel unhappy or cross and have ideas about what to do when I have these feelings. -To recognise how change and loss make me feel. -To share what I think and feel with confidence. 	<p>community.</p> <ul style="list-style-type: none"> -To identify ways that I can be a good neighbour. -To identify things that help and harm my neighbourhood -To describe what it is like to live in Britain. -To explore how people living in Britain can be different and how they are the same. -To share my ideas about being British and living in Britain. 	<p>to my body.</p> <ul style="list-style-type: none"> -To make healthy choices about sleep and exercise. -To make healthy choices about food and drink. -To understand how to keep my body clean -To understand what is safe to eat or drink. 	<p>and those I would like to develop.</p> <ul style="list-style-type: none"> -To explain how a positive learning attitude can help me. -To talk about jobs that people can do and tell my friends what I want to be when I grow up. -To understand that it is a person's interests and skills that make them suited to doing a job. -To identify things I would like to achieve in the future. -To think about changes which might happen to me in the future and consider how I feel about them. <p>(Links to transition)</p>
E-Safety	<ul style="list-style-type: none"> - To use technology safely and respectfully. - To identify where to go for help and support when they have concerns about content or contact on the Internet or other online technologies. - To recognise un/acceptable behaviour, identify a range of ways to raise concerns about content and contact. 					
Science Curriculum	<ul style="list-style-type: none"> - Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 					

Year 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Think Positive	Safety First	Respecting Rights	Growing Up	One World	VIPs
Relationships Education	<ul style="list-style-type: none"> -To recognise how happy thoughts can make me feel good. -To make good choices and consider the impact of my decisions. -To set myself goals and consider how to achieve them. -To discuss my feelings and opinions with others and cope with difficult emotions. -To discuss things I am thankful for and focus on what I do have, rather than what I don't have; focus on what is happening now and how I am feeling. 	<ul style="list-style-type: none"> -To identify how to stay safe and who can help if I feel unsafe. -To identify ways to stay safe at home. -To identify how to stay safe when I am out and about. -To understand that my body belongs to me and how to keep my body safe – Pantosaurus ~NSPCC -To recognise who to go to if I need help. 	<ul style="list-style-type: none"> -To identify what rights are and identify rights that all people share. -To explain who helps protect our rights. -To show respect for the rights of others and understand why this is important. -To show respect for the difference between people -To recognise why it is important to be fair. -To recognise why making a positive difference is important 	<ul style="list-style-type: none"> -To understand that we are all different and different people like different things. -To recognise how I have changed since I was a baby. -To recognise how I will change as I get older. -To recognise things that might change in a person's life and how it might make them feel. 	<ul style="list-style-type: none"> -To investigate family life in different countries and say how it is the same as mine and how it is different. -To identify what it is like to go to school in other countries and say how it is the same as or different from my school. -To explore places where people live which are different from where I live. -To recognise ways people use things from the earth and what problems this can cause. -To recognise why it is important to care for the earth and identify how I can help protect it. 	<ul style="list-style-type: none"> -To identify the very important people in my life and explain why they are special. -To describe why families are important. -To describe what makes someone a good friend. -To identify ways to help work out arguments and disagreements. -To cooperate with others to achieve a task. -To describe how I can show my special people that I care about them and understand why this is important.
E-Safety	<ul style="list-style-type: none"> -To identify what is appropriate and inappropriate behaviour on the internet. -To seek help from an adult when they see something that is unexpected or worrying. -To use key vocabulary to demonstrate knowledge and understanding in this strand: safe, meet, accept, reliable, tell, online, trusted, adult, information, safety, personal, key, question, tell, safe, share, stranger, danger, internet. -To identify ways to stay safe when online. -To understand what is meant by 'privacy' and the importance of respecting the privacy of others. 					
Science Curriculum	<ul style="list-style-type: none"> -To notice that animals, including humans, have offspring which grow into adults. -To find out about and describe the basic needs of animals, including humans, for survival (water, food and air). -To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 					

Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	TEAM	Money Matters	Be Yourself	Britain	It's My Body	Aiming High
Relationships Education	<ul style="list-style-type: none"> -To talk about changes and how they might make us feel. -To explain how and why we should work well as a team. -To recognise how actions and behaviour affect teams. -To pay attention to and respond considerately to others. - To describe why disputes might happen and strategies to resolve them. -To identify and talk about my responsibilities towards my team. 	<ul style="list-style-type: none"> -To explain what skills are needed for a range of jobs and why people go to work. -To identify the different ways people pay for things. -To explain ways people can borrow money and discuss some consequences of borrowing. -To explain the difference between things we want and things we need. -To identify how adverts try to influence our spending and why they do this. -To identify ways I can keep track of what I spend and why it is important to do this. 	<ul style="list-style-type: none"> -To recognise things about myself that I am proud of. -To identify the feelings I have and describe how different emotions feel. - To describe different ways to cope with any uncomfortable feelings I may have and understand why this is important. -To identify ways to be assertive. -To explore messages given by the media and decide if they are helpful or harmful. -To identify different strategies I can use if I make a mistake. 	<ul style="list-style-type: none"> -To describe what it is like to live in Britain. -To know what democracy is and understand why it is important. -To talk about what rules and laws are and identify how they help us. -To talk about what liberty means and identify the rights of British people. -To recognise the features of a diverse society and talk about why it is important. -To explain what being British means to me and to others. 	<ul style="list-style-type: none"> -To know I can choose what happens to my body and how to say no. -To know how to keep my body healthy. -To know why it is important to get enough sleep. -To know how good hygiene helps to stop the spread of disease. -To know how to take medicine safely and keep safe around drugs. -To know how to make better choices and choose healthy habits. 	<ul style="list-style-type: none"> -To identify achievements and suggest how my actions can help me achieve. -To identify personal goals and suggest actions I can take to achieve them. -To explain how a positive learning attitude can help me learn new things. -To identify the skills and attributes needed to do certain jobs -To understand that gender does not limit us in becoming what we want to in the future. -To discuss what job I might like to do when I grow up and what skills I will need to achieve this. <p>(Links to transition)</p>
E-Safety	<ul style="list-style-type: none"> -To reflect on my own digital footprint and behaviour online. -To identify what is appropriate and inappropriate behaviour on the internet, recognising the term cyberbullying -To agree and follow sensible online safety rules, e.g. taking pictures, sharing information, storing passwords; demonstrate understanding of age-appropriate websites and adverts. -To use key vocabulary to demonstrate knowledge and understanding in this strand: safe, meet, accept, reliable, tell, online, trusted, adult, information, safety, personal, internet, world wide web, communicate, message, social media, email, password, cyberbullying/bullying, plagiarism, profiles, account, private, public. 					
Science Curriculum	<ul style="list-style-type: none"> - To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. 					

Year 4						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Think Positive	Safety First	Respecting Rights	One World	Growing Up	VIPs
Relationships Education	<ul style="list-style-type: none"> -To understand that having a positive attitude is good for our mental health. -To recognise and manage positive and negative thoughts effectively. -To understand that some changes can be difficult, but that there are things we can do to cope. -To use mindfulness techniques to keep calm. -To identify uncomfortable emotions and manage them effectively. -To apply a positive attitude towards learning and take on new challenges. 	<ul style="list-style-type: none"> -To be responsible for making good choices to stay safe and healthy. -To identify a risky situation and act responsibly. -To understand that I can choose not to do something that makes me feel uncomfortable. -To identify ways to safe on and near the road. -To know about dangerous substances and how they affect the human body. 	<ul style="list-style-type: none"> -To recognise that all people share the same rights and to identify what they are. -To understand what the Universal Declaration of Human Rights and the Declaration of the Rights of the Child are and why they are important. -To explain what democracy is and how this relates to rules and human rights. -To recognise that human rights are not dependent on responsibilities. -To explain what it means to respect the rights of others and I understand why this is important. -To understand how stereotypes can stop people's humans rights being met. 	<ul style="list-style-type: none"> -To identify ways in which people's lives are similar and different and give reasons for these differences. -To explore differences of opinion and identify if I feel these are fair. -To think about the lives of people living in other places, make considered decisions and give reasons for my opinions. -To recognise how my actions impact on people living in different countries and can identify things I can do to make the world a fairer place. -To explain what climate change is and how it affects people's lives and identify what I can do to help. 	<ul style="list-style-type: none"> -To understand why getting enough sleep is important. -To make informed choices in order to look after my physical and mental health. - To understand what positively and negatively affects their physical, mental and emotional health. - To learn about the different feelings and emotions people experience; how feelings and emotions change and what helps people to feel good. -To identify ways of expressing feelings and emotions and why this is important. - To make their own choices about food and understand what influences these choices. -To begin to understand the concept of a 'balanced lifestyle'. 	<ul style="list-style-type: none"> -To recognise why we need new friendships and how to make them. -To create a list of positive actions needed to stay friends with my friends. -To identify my own support network. -To demonstrate strategies for resolving conflicts. -To identify what bullying is and know what to do if someone is being bullied.
E-Safety	<ul style="list-style-type: none"> -To reflect on their own digital footprint and behaviour online. -To identify what is appropriate and inappropriate behaviour on the internet, recognising the term cyberbullying; agree and follow sensible online safety rules, e.g. taking pictures, sharing information, storing passwords; seek help from an adult when they see something that is unexpected or worrying. -To use key vocabulary to demonstrate knowledge and understanding in this strand: safe, meet, accept, reliable, tell, online, trusted, adult, information, safety, 					

	personal, internet, world wide web, communicate, message, social media, email, password, cyberbullying/bullying, plagiarism, profiles, account, private, public. -To keep myself safe when I use the internet.					
Science Curriculum	-To identify the different types of teeth in humans and their simple functions.					
Year 5						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	TEAM	Money Matters	Be Yourself	Britain <i>NB Should be blocked to fit in with Made in Britain unit in Summer Term</i>	It's My Body	Aiming High
Relationships Education	-To identify the attributes of a good team. -To accept that people have different opinions and know that we can politely disagree with others and offer own opinions. -To work collaboratively to complete a task. -To compromise to ensure a task is completed. -To reflect on the need to care for individuals within a team. -To recognise the importance of shared responsibilities in helping a team to function successfully.	-To identify some financial risks we might encounter and discuss how they can be avoided. -To understand how retailers try to influence our spending. -To understand what 'value for money' means and explain how we can tell if things are good value. -To explain why we need to budget and how to make one. -To explain why people borrow money. -To explain what tax is and why we need to pay it.	-To recognise that everyone is unique and understand why this should be celebrated and respected. -To explain why I should share my own thoughts and feelings and I know how to do this. -To explore uncomfortable feelings and understand how to manage them. -To understand why we sometimes feel shy or nervous and know how to manage these feelings. -To identify when I might have to make different choices from those around me. -To explore how it	-To talk about the range of faiths and ethnicities in Britain and identify ways of showing respect. -To explain what a community is and what it means to belong to one. -To explain why and how laws are made and identify what might happen if laws are broken. -To discuss the terms democracy and human rights in relation to local government. -To discuss the terms democracy and human rights in relation to national government. -To investigate what charities and voluntary groups do and how they support the community.	-To know that my body belongs to me and that I have control over what happens to it. -To learn how boys' bodies will change as they go through puberty; describe how girls' bodies will change as they go through puberty. -To describe the feelings that some people experience as they grow up. -To recognise that there are many different types of relationships and families including same sex relationships. -To know how to take care of my changing body, understanding that they have the right to protect their body from inappropriate and unwanted contact	-To understand how people learn new things and achieve certain goals. -To understand that a positive attitude towards learning can help us succeed in life. -To identify opportunities that may become available to me in the future and I am aware how to make the most of them. -To understand that gender does not determine what jobs people can do. -To understand why it is important to develop certain skills to prepare for the world of work. -To discuss my goals for the future and the steps I need to take to achieve them. (Links to transition)

			feels to make a mistake and identify ways we can make amends.		-To understand the harmful effects of using drugs, including alcohol and tobacco. -To understand what a positive body image is. -To know about periods (menstruation)	
E-Safety	-To protect my password and other personal information. -To be a good online citizen and friend. -To judge what sort of privacy settings might be relevant to reducing different risks. -To seek help from an adult when they see something that is unexpected or worrying. -To discuss scenarios involving online risk. -To use key vocabulary to demonstrate knowledge and understanding in this strand: spam, link, privacy, virus, scam, phishing, inbox, junk, sender, subject, secure, safe, account, online, private, social media, adverts, cyberbullying, reporting, anonymous, victim, fraud/fraudulent, policy, private/personal.					
Science Curriculum	- To describe the changes as humans develop to old age. - To describe how some animals and plants reproduce and the differences in life cycles.					

Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Think Positive	Safety First	Respecting Rights	One World	Growing Up	VIPs
Relationships Education	-To understand the link between thoughts, feelings and behaviours. -To understand the concept and impact of positive thinking. -To recognise and manage uncomfortable feelings. -To understand the importance of making good choices. -To use mindfulness techniques in my everyday life. -To apply a growth mindset	-To take responsibility for my own safety. -To assess and manage risks in different situations. -To confidently identify and manage pressure to get involved in risky situations. -To act sensibly and responsibly in an emergency. -To understand how to use mobile devices and the Internet safely and	-To explain what the Universal Declaration of Human Rights is and understand that children have their own rights. -To understand that human rights apply to everyone, no matter where they are from or what their culture is and family traditions are. -To identify why people's rights are sometimes not met in the UK and in places	-To talk about and understand how we can be responsible global citizens. -To describe what global warming is and what we can do to help prevent it from getting worse. -To explain how our energy use can harm the environment and describe what we can do to help. -To describe how we	-To describe the changes people's bodies go through during puberty and how we can look after our changing bodies. -To describe how thoughts and feelings may change during puberty and suggest how to deal with those feelings. -To recognise that many things affect the way we feel about ourselves	-To explain the importance of respecting my VIPs. -To identify different ways to calm down when I am feeling angry or upset. -To understand that people have different opinions that should be respected. -To identify negative influences on my behaviour and suggest ways that I can resist

	in my everyday life.	responsibly. -To understand that everyone has the right to feel safe and happy when using mobile phones and the Internet.	across the world. -To explain how I can respect other people's rights and I understand why this is important. -To identify how and why ideas about human rights have changed. -To explain the role and importance of human rights activists.	can use water responsibly and understand the importance of doing this. -To understand what biodiversity is and explain the importance of doing all we can to encourage it. -To make choices which make the world a better place and that help people across the world.	and understand that there is no such thing as an ideal kind of body. -To understand what a loving relationship is and that there are many types of relationships -To describe how babies are made and how they are born.	these influences. -To explain when it is right to keep a secret, when it is not and who to talk to about this. -To recognise healthy and unhealthy relationships.
E-Safety	-To protect my password and other personal information. -To seek help from an adult when they see something that is unexpected or worrying. -To discuss scenarios involving online risk. -To use key vocabulary to demonstrate knowledge and understanding in this strand: spam, link, privacy, virus, scam, phishing, inbox, junk, sender, subject, secure, safe, account, online, private, social media, adverts, cyberbullying, reporting, anonymous, victim, fraud/fraudulent, policy, private/personal.					
Science Curriculum	- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.					