



Relationships, Sex and Health Education Policy (as taught through PSHE)

Date reviewed	January 2024
Date of next review	January 2027

INTRODUCTION AND STATUTORY GUIDANCE

This Policy is written in line with the Relationships Education, Relationships and Sex Education and Health Education Statutory Guidance September 2020.

As a primary school, we are required to teach Relationships Education and Health Education.

This policy has been developed to ensure that staff, parents and carers are clear about the statutory requirements regarding Sex and Relationships Education, and that the pupils receive their educational entitlement. Through the implementation of this policy, the school will meet specific aspects of the legal and statutory requirements.

The statutory guidance used to inform this policy is listed below:

- As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.
- Although we are not required to provide sex education, we are mandated to teach the elements of sex education contained in the Science National Curriculum.
- The guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

This policy should be read in conjunction with the following documents:

- Keeping Children Safe in Education
- Equality Act 2010
- SEND code of practice: 0 to 25years

DEFINITIONS AND KEY AREAS OF TEACHING

In this document, Sex and Relationships Education relates to learning about physical, moral and emotional development. It is about understanding the importance of family life and how families of many forms provide a nurturing environment for children (families can include single parent families, LGBT parents, families headed by Grandparents, adoptive parents, foster parents/carers amongst other structures.) Great care will be taken to ensure this is discussed sensitively and that no child is stigmatised based on their home circumstances and needs. All teaching will reflect the Equality Act 2010 ensuring there is no discrimination for any pupil or family with protected characteristics.

It is also about understanding the importance of building stable and loving relationships, respect, equality, love and care and promoting the British value of tolerance. We do not use Sex and Relationships Education as a means of promoting any form of sexual orientation or sexual experimentation.

At Cadland Primary School, we realise that the teaching of Sex and Relationships Education is an important aspect in the children's education. Therefore, the themes that arise will be taught both sensitively and consistently. Sex and Relationships Education includes supporting young people in developing self-confidence in preparing for physical and emotional changes into adulthood. It promotes an understanding of a range of family types and other people who contribute to providing children with the care, love and support they need to grow and develop. We believe that the teaching of Sex and Relationships Education should be shared with parents/carers and be mutually supportive and complementary.

AIMS

Our aim is to teach children the fundamental building blocks and characteristics of positive, healthy, respectful relationships with particular reference to friendships, family relationships and relationships with other children and adults in all contexts. This will sit alongside the essential understanding of how to be healthy. The principals of positive relationships also apply online as we recognise the significance of the digital world we now embrace.

Children will be taught in an age-appropriate way about the characteristics and values of healthy relationships, including areas such as differences, boundaries, respect, trust and kindness. Teaching will focus on both face-to-face and online relationships. Teachers will also take all opportunities to discuss positive emotional and mental well-being with children.

Learning will be planned to meet the objectives set out in the Relationships Education, Sex Education and Health Education Statutory Guidance 2020 (see Appendix 1), alongside guidance from the PSHE Association under the key categories of:

- Relationships
- Keeping Safe
- Health and Wellbeing
- Growing and Changing
- Responsibilities in our community and wider world

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

- Teach age-appropriate content sensitively
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty and give them an understanding of the importance of health and hygiene, alongside respect and care for their bodies

- Help children to develop feelings of self-respect, self-esteem, self-confidence, sympathy and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Provide the confidence to be participating members of the community and to value and respect themselves and others
- Encourage pupils to take responsibility for their own actions
- Give them an understanding of reproduction and sexual development
- Develop communication skills and assertiveness skills to cope with the influence of their peers and the media
- Answer pupil's questions honestly and sensitively – referring the children to their parents/carers where this would be more appropriate

POLICY DEVELOPMENT

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

1. Review – a staff working group assimilated 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 read and give feedback about the policy
4. Ratification – once amendments were made, the policy was shared with governors and ratified

CURRICULUM

Our curriculum is set out as per Appendix 2 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner.

These areas of learning (RSE) are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum, but through all aspects of school life, including on the playground. It is important that all staff understand that they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

The curriculum will be delivered mainly by teaching staff at the school but, where necessary, Health Care Professionals may also be involved in the delivery of some concepts.

The Science Curriculum - body changes and life cycles

Sex Education beyond the requirements of the Science National Curriculum is not compulsory in primary schools, however we recognise the importance of preparing children well for secondary school. At Cadland Primary School, children will be taught about puberty as set out in the expectations of the Science National Curriculum. As a consequence, parents do not have the right to withdraw children from these scientific lessons. (Parents will have the opportunity to discuss and view the content of the Year 5/6 curriculum before it is taught.)

In line with year group expectations, children will learn about external body parts, changes in the human body from birth to old age, reproduction and life cycles in some plants and animals.

We recognise that during such lessons, children may have questions as a result of their learning. We are mindful that unanswered questions often lead to misconceptions and will aim to avoid this where possible. When questions arise, they will be dealt with as follows.

- Questions directly linked with the science taught will be answered factually for the class or individual. Children will be given the opportunity to write anonymous questions submitted via a question box
- Questions of a personal nature, directly linked to the teaching may need to be dealt with by talking directly to the child with an additional adult also present. If deemed necessary, teachers will inform parents of the questions asked. Wherever possible, questions will be answered in front of all pupils via the question box.
- Where a question relates to sex education beyond the specific teaching, or that is deemed inappropriate to answer by the teacher, children will be advised to ask their parents or carers.

In addition to the Science National Curriculum, we will also teach about the following, as part of our Relationships, Sex and Health Education (RSHE) in Year 6:

- human reproduction and how the process of puberty relates to this
- external genitalia and internal reproductive organs in males and females
- birth as part of the human life cycle
- how babies are conceived and born
- ways to prevent a baby being made
- how babies need to be cared for

A key driver in our curriculum is ensuring children are building schema around different concepts throughout their time at Cadland. It is therefore a vital part of our teaching of the curriculum that key concepts are revised and built upon. We have decided to return to these concepts in Year 6 so that the children can develop a greater understanding, whilst having an increased level of maturity. It will also allow the children to begin preparing for the secondary scientific education programmes of study.

In terms of our local context, the rate for teenage pregnancies is dropping in Southampton, although it is still high. In Southampton, there are 17.4 teenage pregnancies per 1000 females as compared to 13.1 teenage pregnancies per 1000 females in the UK as a whole. Analysis also shows a very strong link between deprivation and teenage mothers, with the number of teenage mothers 6.4 times higher for females living in the most deprived England deprivation quintile compared to the top two least deprived. In light of this, it is important for our children to begin learning about this at the end of their primary experience.

Parents have the right to withdraw children from Sex Education aspects that are not part of the Science National Curriculum. In the first instance, parents should contact the Headteacher, who will advise parents on how to withdraw. Alternative work will be given to pupils who are withdrawn from sex education.

Relationships, Sex and Health curriculum delivery

A curriculum overview, which is linked to the objectives set out in the Relationships Education, Sex Education and Health Education Statutory Guidance 2020 can be found in Appendix 2.

A number of aspects of our RSHE curriculum link closely to Science, Computing, PE and DT. Where this is the case, messages will be reinforced within these subjects.

We are mindful that some children with SEND may need additional support to understand the themes and learning within the RSHE curriculum. Teachers will draw on their knowledge of the child to ensure learning is differentiated appropriately.

We will keep abreast of local contextual issues and support these through our curriculum where possible.

In Southampton, we are aware that the locality reports lower happiness than the national picture, 26% of the area are reported to live in poverty, there is a need to improve children's dental hygiene, that there is an increase in the elderly population and an increase in those with diabetes.

Physical Health and Mental Wellbeing

Health and wellbeing education will focus on the characteristics of good physical health and mental wellbeing. It will include aspects such as the importance of exercise, good nutrition and the normal range of emotions we experience. Pupils will be taught about moderation, including online and the positive two-way relationship between good physical health and good mental wellbeing.

Learning will be planned at an age appropriate level to meet the objectives set out in the Relationships Education, Sex Education and Health Education Statutory Guidance 2020 (see Appendix 1),

ROLES AND RESPONSIBILITIES

The Governing Body

The safeguarding governor will suggest amendments to the Headteacher and approve the RSHE policy. They will hold the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from any non-scientific components of sex education (in line with the Science National Curriculum). It is also their responsibility to ensure that members of staff are given sufficient support so that they can teach the content of the curriculum effectively and sensitively.

The Headteacher will determine whether any aspects of the curriculum will be delivered by professionals outside of the school (e.g., the school nurse may deliver information about menstruation).

Staff

Teaching staff are responsible for:

- Delivering RSHE in a sensitive way and in accordance to their year group expectations
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from non-statutory components of RSHE
- Teachers conduct RSHE lessons in a sensitive manner and in confidence. However, if a child refers to being involved, or likely to be involved in sexual activity, or indicates they may have been a victim of abuse, this will be dealt with in line with our safeguarding policy and procedures.

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Headteacher or PSHE Leader.

Pupils

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

TRAINING

Staff are trained as required on the delivery of RSHE and biologic aspects of the Science National Curriculum. Staff have access to this policy and revisit this when changes occur.

The school (under the guidance of the Headteacher) will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE where appropriate.

MONITORING

The delivery of RSHE is monitored by Senior Leaders and the PSHE leader through:

- Planning scrutiny
- Lesson observation
- Analysis of pupils work and/or discussions with pupils
- Monitoring of SEN plans and IEPs where appropriate

Pupils' development in RSHE will be continually monitored by class teachers through formative assessment within and after lessons.

This policy will be reviewed every three years and will require approval by the governing body, through the recommendation of the appointed safeguarding governors.

APPENDIX 1 – Expectations for Relationships and Health Education

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 marriage¹ 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.
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 allergies, 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.

APPENDIX 2 – Cadland’s Relationship, Sex and Education Curriculum Overview

Key categories	Relationships	Keeping Safe	Health and Wellbeing	Growing and Changing	Responsibilities in our community and the wider world
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Relationships	
Year R	- about the roles different people (e.g. acquaintances, friends and relatives) play in our lives - that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried - about how to recognise when they or someone else feels lonely and what to do - how to ask for help if a friendship is making them feel unhappy - about what is kind and unkind behaviour, and how this can affect others - about how to treat themselves and others with respect; how to be polite and courteous
Year 1	- to identify the people who love and care for them and what they do to help them feel cared for - to identify common features of family life - about how people make friends and what makes a good friendship - to recognise the ways in which they are the same and different to others - how to talk about and share their opinions on things that matter to them
Year 2	- about different types of families including those that may be different to their own - simple strategies to resolve arguments between friends positively - how to listen to other people and play and work cooperatively
Year 3	- about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong - that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others - that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart - that a feature of positive family life is caring relationships; about the different ways in which people care for one another - to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability - to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty - how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice <u>about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</u> <u>recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</u> <u>about seeking and giving permission (consent) in different situations</u>
Year 4	- to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) - about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing - what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships - the importance of seeking support if feeling lonely or excluded - that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them - how friendships can change over time, about making new friends and the benefits of having different types of friends

	- that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely <u>about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</u> <u>recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</u> <u>about seeking and giving permission (consent) in different situations</u>
Year 5	- to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary - about the impact of bullying, including offline and online, and the consequences of hurtful behaviour - strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support - that personal behaviour can affect other people; to recognise and model respectful behaviour online - to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships - about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background - to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own - how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with <u>about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</u> <u>recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</u> <u>about seeking and giving permission (consent) in different situations</u>
Year 6	- that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different - strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others - about discrimination: what it means and how to challenge it <u>about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</u> <u>recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</u> <u>about seeking and giving permission (consent) in different situations</u>

Keeping Safe	
Year R	- about knowing there are situations when they should ask for permission and also when their permission should be sought - about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) - about what rules are, why they are needed, and why different rules are needed for different situations <u>to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</u> <u>how to respond safely to adults they don't know</u> <u>about how to respond if physical contact makes them feel uncomfortable or unsafe</u> <u>basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</u> <u>what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</u>
Year 1	- about how people may feel if they experience hurtful behaviour or bullying - ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely - about the people whose job it is to help keep us safe <u>to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</u> <u>how to respond safely to adults they don't know</u> <u>about how to respond if physical contact makes them feel uncomfortable or unsafe</u> <u>basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</u> <u>what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</u>
Year 2	- that bodies and feelings can be hurt by words and actions; that people can say hurtful things online - that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult - that sometimes people may behave differently online, including by pretending to be someone they are not - about rules and age restrictions that keep us safe - about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) - that household products (including medicines) can be harmful if not used correctly - basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them - about what to do if there is an accident and someone is hurt - how to get help in an emergency (how to dial 999 and what to say) - about how the internet and digital devices can be used safely to find things out and to communicate with others - about the role of the internet in everyday life - that not all information seen online is true <u>to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</u> <u>how to respond safely to adults they don't know</u> <u>about how to respond if physical contact makes them feel uncomfortable or unsafe</u> <u>basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</u>

	• <u>what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</u>
Year 3	• about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe • about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) • about what is meant by first aid; basic techniques for dealing with common injuries² • how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say
Year 4	• about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret • where to get advice and report concerns if worried about their own or someone else's personal safety (including online) • strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about
Year 5	• to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face • about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns • how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know • where to get advice and report concerns if worried about their own or someone else's personal safety (including online) • reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming • how to predict, assess and manage risk in different situations • about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact
Year 6	• how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this

Health and Wellbeing	
Year R	• simple hygiene routines that can stop germs from spreading • about the people who help us to stay physically healthy • how to recognise and name different feelings • about ways of sharing feelings; a range of words to describe feelings • about preparing to move to a new class/year group
Year 1	• about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV • about different feelings that humans can experience • how feelings can affect people's bodies and how they behave • how to recognise what others might be feeling • to recognise that not everyone feels the same at the same time, or feels the same about the same things • about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)

	• about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better • to recognise what makes them special • to recognise the ways in which we are all unique • to identify what they are good at, what they like and dislike
Year 2	• about what keeping healthy means; different ways to keep healthy • about foods that support good health and the risks of eating too much sugar • about how physical activity helps us to stay healthy; and ways to be physically active everyday • about why sleep is important and different ways to rest and relax • that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy • about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health • how to keep safe in the sun and protect skin from sun damage • different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good • to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it • how to manage when finding things difficult • to recognise risk in simple everyday situations and what action to take to minimise harm • about things that people can put into their body or on their skin; how these can affect how people feel
Year 3	• how to make informed decisions about health • about the elements of a balanced, healthy lifestyle • about choices that support a healthy lifestyle, and recognise what might influence these • that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it • about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer • that mental health, just like physical health, is part of daily life; the importance of taking care of mental health • about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing • about everyday things that affect feelings and the importance of expressing feelings • a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; • about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement • to recognise their individuality and personal qualities • to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth
Year 4	• how to recognise that habits can have both positive and negative effects on a healthy lifestyle • about what good physical health means; how to recognise early signs of physical illness • about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. • how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle • about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn • how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)

	• how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health • to recognise that feelings can change over time and range in intensity • strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations • to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others • to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult
Year 5	• about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online • about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) • that for some people gender identity does not correspond with their biological sex • about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking
Year 6	• how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed • problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools • about the new opportunities and responsibilities that increasing independence may bring • about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break • to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others • about why people choose to use or not use drugs (including nicotine, alcohol and medicines); • about the mixed messages in the media about drugs, including alcohol and smoking/vaping • about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns

Growing and Changing	
Year R	• about how we celebrate growing and changing e.g. through birthday celebrations • name the main parts of the body • Explore how we grow and get taller, by looking at the differences in height across the year • about how our body is continuing to change over short periods of time e.g. nails grow, head hair grows, freckles appear etc and discuss how we look different now compared to the beginning of the year. Children will compare pictures from the beginning of the year to the end.
Year 1	• identify, name, draw and label the basic and main parts of the human body (science objective) • identify which part of the body is associated with each sense and illustrate this (science objective) • to name the main parts of the body including external genitalia (e.g. vagina, penis, testicles) • about the differences between male and female bodies
Year 2	• about what basic needs humans have in order to grow (e.g. water, nutrients) • explain how animals and humans have offspring which grow into adults and name/match the offspring to their parents e.g. babies to humans, puppies to dogs. They will not be required to understand how reproduction occurs (science objective) • explain the differences between adult animals and humans and their offspring (science objective) • name the stages of a simple human life cycle • about growing and changing from young to old and how people's needs change • transition around moving to KS2 and the independence that comes with this
Year 3	• transition around starting Year 3 and the changes involved in this, including increased independence

	• alongside their learning about muscles and the skeleton in Science, children will learn how muscles can develop and grow e.g. by exercising • identify changes in the body, which relate to everyday hygiene routines as well as the importance of personal hygiene and how to maintain it
Year 4	• recognise opportunities and how your body can change if you lead an active versus an inactive lifestyle • explore the effects of lack of sleep on the body and its impact on growth • discuss how chemicals, called hormones, are released in our body when we go through puberty. (They do not need to learn about pubescent body changes here only the term 'puberty and how this will occur over the next few years). Explore how feelings can change over time and range in intensity, including in relation to hormones.
Year 5	• Describe the main changes in the human body from childhood to adulthood to old age (science objective) • Describe the physical signs of humans ageing (science objective) • Describe the differences in the life cycles of a mammal, amphibian, insect and bird. (science objective) • Describe the life process of reproduction in some animals. (science objective) • about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) • about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene • about where to get more information, help and advice about growing and changing, especially about puberty
Year 6	• recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents (Science objective) • to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction • about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for

Responsibilities in our community and the wider world	
Year R	• about what it means to be a part of the Cadland Community and responsibilities within this • what does it mean to be a good citizen in our school and community • about different roles and jobs in our community and how they help us (paramedic, doctor, dentist, midwife, policeman etc) • recognise the ways they are the same as, and different to, other people
Year 1	• about the different groups they belong to • about the different roles and responsibilities people have in their community • <u>to recognise the ways they are the same as, and different to, other people</u> • what money is; forms that money comes in; that money comes from different sources • that everyone has different strengths • that jobs help people to earn money to pay for things • different jobs that people they know or people who work in the community do • about some of the strengths and interests someone might need to do different jobs
Year 2	• how people and other living things have different needs; about the responsibilities of caring for them • about things they can do to help look after their environment • that people make different choices about how to save and spend money • about the difference between needs and wants; that sometimes people may not always be able to have the things they want • that money needs to be looked after; different ways of doing this

Year 3	- the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others - ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) - that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)
Year 4	- about the different groups that make up their community; what living in a community means - to value the different contributions that people and groups make to the community - about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities - about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced - to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes
Year 5	- to recognise reasons for rules and laws; consequences of not adhering to rules and laws - to recognise there are human rights, that are there to protect everyone - about the relationship between rights and responsibilities - about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes - recognise ways in which the internet and social media can be used both positively and negatively - how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results - about some of the different ways information and data is shared and used online, including for commercial purposes - about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information - recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images - about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation
Year 6	- about the different ways to pay for things and the choices people have about this - to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' - to recognise that people make spending decisions based on priorities, needs and wants - different ways to keep track of money - about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe - about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspiration - to identify the ways that money can impact on people's feelings and emotions - that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life - about stereotypes in the workplace and that a person's career aspirations should not be limited by them - about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) - that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid - about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation - to identify the kind of job that they might like to do when they are older - to recognise a variety of routes into careers (e.g. college, apprenticeship, university)

***Objectives in bold and underlined are repeated in some year groups**

