Relationships and Sex Education (RSE) Policy

Every Child, Every Day: To Learn, To Love, To Laugh, To Pray,
"Love binds everything together in perfect unity" (Colossians 3:14)

School Name	Bishops Cannings Primary School
Policy name:	Relationships and Sex Education
Date written:	September 2022
Date ratified:	
Date amended:	September 2026. In line with new DFE guidance
Next review date:	September 2027

Contents

1. Aims 3
2. Statutory requirements 3
3. Policy development 3
    1. Review 3
    2. Local Governor consultation 3
    3. Parent / stakeholder consultation 3
    4. Staff consultation 3
    5. Ratification 3
4. Definition 4
5. Curriculum 4
6. Delivery of RSE 4
    6.1 Inclusivity 5
    6.2 Use of resources 6
7. Use of external organisations and materials 6
8. Roles and responsibilities 7
    8.1 Governance: Trust Board and Local Governing Bodies 7
    8.2 The Headteacher 7
    8.3 Staff 7
    8.4 Pupils 7
    8.5 Parents 7
9. Parents' right to withdraw 8
10. Training 8
11. Monitoring arrangements 8
12. **Appendix 1** – Learning Outcomes for SCARF Curriculum 9

1. Aims

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

- Help pupils develop feelings of self-respect, confidence and empathy
- Teach pupils about different relationships, including within families and friendships
- Teach children about how to live healthy lives both physically and mentally
- Teach children about how to have healthy online relationships
- Teach children how to stay safe
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a primary academy, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum. In teaching RSE, we're required by our funding agreements to have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

We teach RSE as set out in this policy.

3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance

2. Local Governor consultation – The Local Governing Body were given the opportunity to look at the policy and make recommendations

3. Parent / stakeholder consultation – parents / carers and any interested parties were invited to attend a meeting about the policy and fill in an online feedback form

4. Staff consultation – Staff were given the opportunity to look at the policy and give feedback

5. Ratification – once amendments were made, the policy was shared again with governors and ratified

4. Definition

Relationships Education is statutory (all children must be taught it) and teaches our children about families and people who care about them, caring friendships, respectful relationships, online relationships and being safe. It also teaches about permission-seeking and consent.

Sex Education in the primary phase, explains the sexual activity that leads to conception, known as sexual intercourse. No part of RSE promotes sexual activity.

5. Curriculum

We have developed the RSE curriculum in consultation with stakeholders and have considered the age, developmental stage, needs and feelings of our pupils. We use CORAM Scarf to support our teaching of RSE. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers upon request via either a parent portal or paper.

We choose to teach the non-statutory aspects of the RSE curriculum – sex education as outlined below.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum and the topics covered are set out in Appendix 1. Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including: families and people who care for me, caring friendships, respectful relationships, online relationships and being safe.

Physical body parts, puberty, birth and reproduction (which are all part of the statutory science national curriculum) are also taught as part of the RSE curriculum along with the physical and emotional changes that happen in children as they grow older, including changes at puberty and how to approach this with confidence. Children will learn about the different body parts of females and males. They will also be introduced to the idea that some people are intersex and what this means. Children will learn about relationships as well as the emotional, social and physical aspects of growing up. This includes puberty, body ownership, and safeguarding. These aspects of the curriculum are taught in the Growing and Changing topic – letters with more information about what will be covered will be sent to parents prior to specific units of work.

We define Sex Education (as in SCARF) in the primary phase, as explaining sexual activity that leads to conception, known as sexual intercourse. Three non-statutory Sex Education lessons will be taught in Year 6 called 'Making Babies' which includes both IVF and sexual intercourse so that children understand how babies are conceived. 'What is HIV?' which raises awareness of HIV and aims to reduce the stigma and misconceptions surrounding HIV and the impact of stigma on mental health. Finally, 'Online Sexual Content' which explores the laws around viewing sexual content and the potential impact of this on children.

Our Relationships and Sex Education resources help children and young people to be safe, healthy and happy, both as they grow, and in their future lives. These lessons help to meet safeguarding and emotional wellbeing requirements, as well as ensuring that schools cover the requirements of the DfE RSHE guidance.

These areas of learning are taught within the context of family life, taking care to make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

Every classroom contains a thoughts and feelings box which allows children to anonymously ask any questions during the teaching of all lessons. At the start of every sex education lesson, the children will be reminded about this box and how it can be used.

When children's questions go beyond the planned curriculum, teachers will give the children age appropriate information and then discuss the question with the parent so that they can explore this further at home. If teachers are unsure of the answer or unsure how or if to answer the question, they will thank the children for the question and seek guidance and support from the PSHE lead.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
    - Safe and supported
    - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, making sure that we support all SEN children to access the curriculum. We will think about how our children will learn best by considering for example:
    - A whole-class setting
    - Small groups or targeted sessions
    - 1-to-1 discussions with trusted adults
    - Digital formats
    - Widgits to support with language and understanding

We will give a careful consideration to the level of differentiation needed and differentiate to meet the needs of all children.

6.2 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
    - Are age-appropriate
    - Are in line with pupils' developmental stage ○ Comply with:
        - This policy
        - The Teachers' Standards
        - The Equality Act 2010
        - The Human Rights Act 1998
        - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
    - What they're going to say
    - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might et from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers

We won't, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 Governance: Trust Board and Local Governing Bodies

The Trustees will approve the RSE policy, and the Local Governing Bodies will hold the Headteacher to account for its implementation.

8.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from [non-statutory / non-science] components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents / carers wish them to be withdrawn from the [non-statutory / non-science] components of RSE

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

8.4 Pupils

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

8.5 Parents

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. We therefore wish to build a positive and supporting relationship with the parents, through mutual understanding, trust and cooperation. To promote this objective, we:

- Inform parents about the school's relationship and sex education policy and teaching programme
- Answer any questions that parents may have about the teaching of relationships and sex education to their child
- Take seriously any issue that parents raise with teachers or governors about this policy, about the arrangements for sex education in the school and any specific issues that may affect a child in this regard
- Use the thoughts of parents to help review this policy over time
- Inform parents about the best practice known with regard to relationships and sex education teaching, so that the teaching in school supports the key messages that parents and carers give to children at home

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

9. Parents' right to withdraw

Parents / carers do not have the right to withdraw their child from relationships education.

Parents / carers have the right to withdraw their child from the [non-statutory / non-science] components of sex education within RSE which refers only to the three Sex Education lessons in year 6: 'Making Babies', 'What is HIV?', 'Online Sexual Content'.

Requests for withdrawal should be made via email to the head teacher. Teachers will provide the lesson materials to parents so that they can confirm that they do not want their child to be included in this lesson.

Alternative school work will be given to pupils who are withdrawn from sex education.

10. Training

Staff are trained annually on the delivery of RSE and it is included in our continuing professional development calendar.

11. Monitoring arrangements

The delivery of RSE is monitored by the PSHE and Equality and Diversity Leads through planning scrutinies, learning walks and conversations with staff and children.

This policy will be reviewed annually. At every review, the policy will be approved by the Trustees.

Appendix 1 – Learning Outcomes for SCARF Curriculum which outlines which objectives will be taught in which year.

Y1

Learning Outcomes
Me and My Relationships
Children will be able to: • Understand that classroom rules help everyone to learn and be safe; • Explain their classroom rules and be able to contribute to making these.
Children will be able to: • Demonstrate attentive listening skills; • Suggest simple strategies for resolving conflict situations; • Give and receive positive feedback, and experience how this makes them feel.
Children will be able to: • Recognise how others might be feeling by reading body language/facial expressions; • Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)
Children will be able to: • Identify a range of feelings; • Identify how feelings might make us behave: • Suggest strategies for someone experiencing 'not so good' feelings to manage these.
Children will be able to: • Recognise that people's bodies and feelings can be hurt; • Suggest ways of dealing with different kinds of hurt.
Children will be able to: • Identify simple qualities of friendship; • Suggest simple strategies for making up.
Valuing Difference
Children will be able to: • Identify the differences and similarities between people; • Empathise with those who are different from them; • Begin to appreciate the positive aspects of these differences.
Children will be able to:

Learning Outcomes
• Explain the difference between unkindness, teasing and bullying; • Understand that bullying is usually quite rare. • Understand that bullying can happen online. • Understand that they should not share unkind photos of other people online.
Children will be able to: • Explain some of their school rules and how those rules help to keep everybody safe.
Children will be able to: • Recognise and explain what is fair and unfair, kind and unkind; • Suggest ways they can show kindness to others.
Children will be able to: • Identify some of the people who are special to them; • Recognise and name some of the qualities that make a person special to them.
Children will be able to: • Recognise that they belong to various groups and communities such as their family; • Explain how these people help us and we can also help them to help us.
Keeping Safe
Children will be able to: • Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; • Identify simple bedtime routines that promote healthy sleep; • To explore how screen use can make us feel and learn how to make healthy and sensible choices.
Children will be able to: • Recognise emotions and physical feelings associated with feeling unsafe; • Identify people who can help them when they feel unsafe.
Children will be able to: • Understand and learn the PANTS rules; • Name and know which parts should be private; • Explain the difference between appropriate and inappropriate touch; • Understand that they have the right to say “no” to unwanted touch; • Start thinking about who they trust and who they can ask for help.

Learning Outcomes
Children will be able to: • Think about the benefits and the risks of the internet; • Recognise ways to stay safe online; • Understand the importance of consent.
Children will be able to: • Understand that medicines can sometimes make people feel better when they're ill; • Explain simple issues of safety and responsibility about medicines and their use.
Children will be able to: • Recognise the range of feelings that are associated with loss.
Rights and Respect
Children will be able to: • Recognise how a person's behaviour (including their own) can affect other people.
Children will be able to: • Identify what they like about the school environment; • Recognise who cares for and looks after the school environment.
Children will be able to: • Demonstrate respect and responsibility for looking after something (e.g. a class pet or plant); • Explain the importance of looking after things that belong to themselves or to others; • Develop their sense of respect for objects - including things in the environment.
Children will be able to: • Explain where people get money from; • List some of the things that money may be spent on in a family home; • Understand that when they want to buy something, online or offline, they need to ask their grownups for help first.
Children will be able to: • Recognise that different notes and coins have different monetary value; • Explain the importance of keeping money safe; • Identify safe places to keep money; • Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it).

Learning Outcomes
Being my Best
Children will be able to: • Recognise the importance of fruit and vegetables in their daily diet; • Know that eating at least five portions of vegetables and fruit a day helps to maintain health.
Children will be able to: • Recognise that they may have different tastes in food to others; • Select foods from the **Eatwell Guide** (formerly Eatwell Plate) in order to make a healthy lunch; • Recognise which foods we need to eat more of and which we need to eat less of to be healthy.
Children will be able to: • Recognise the importance of regular hygiene routines; • Sequence personal hygiene routines into a logical order.
Children will be able to: • Understand how diseases can spread; • Recognise and use simple strategies for preventing the spread of diseases.
Children will be able to: • Recognise that learning a new skill requires practice and the opportunity to fail, safely; • Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges.
Children will be able to: • Demonstrate attentive listening skills; • Suggest simple strategies for resolving conflict situations; • Give and receive positive feedback, and experience how this makes them feel.
Children will be able to: • Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); • Understand and explain the simple bodily processes associated with them.
Growing and Changing
Children will be able to: • Understand that the body gets energy from food, water and air (oxygen); • Recognise that exercise and sleep are important parts of a healthy lifestyle;

Learning Outcomes
• To explore how screen use can make us feel and learn how to make healthy and sensible choices.
Children will be able to: • Identify things they could do as a baby, a toddler and can do now; • Identify the people who help/helped them at those different stages.
Children will be able to: • Understand some of the tasks required to look after a baby; • Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.
Children will be able to: • Explain the difference between teasing and bullying; • Understand that bullying can happen online; • Give examples of what they can do if they experience or witness bullying; • Say who they could get help from in a bullying situation.
Children will be able to: • Explain the difference between a secret and a nice surprise; • Identify situations as being secrets or surprises; • Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.
Children will be able to: • Identify parts of the body that are private; • Describe ways in which private parts can be kept private; • Identify people they can talk to about their private parts.

Y2

Learning Outcomes
Me and My Relationships
Children will be able to: • Suggest actions that will contribute positively to the life of the classroom; • Make and undertake pledges based on those actions.
Children will be able to: • Take part in creating and agreeing classroom rules.

Learning Outcomes
Children will be able to: • Use a range of words to describe feelings; • Recognise that people have different ways of expressing their feelings; • Identify helpful ways of responding to other's feelings.
Children will be able to: • Recognise, name and understand how to deal with feelings (e.g. anger, loneliness); • Explain where someone could get help if they were being upset by someone else's behaviour.
Children will be able to: • Recognise that friendship is a special kind of relationship; • Identify some of the ways that good friends care for each other.
Children will be able to: • Explain the difference between bullying and isolated unkind behaviour; • Recognise that that there are different types of bullying and unkind behaviour; • Understand that bullying and unkind behaviour are both unacceptable ways of behaving; • Understand that bullying can happen online, as well as in person, and to know what to do if this happens; • Understand that they should not share images of themselves or others without permission.
Children will be able to: • Understand and describe strategies for dealing with bullying: • Rehearse and demonstrate some of these strategies. • Understand that there are different types of bullying, including online.
Children will be able to: • Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two; • Identify situations as to whether they are incidents of teasing or bullying; • Understand that bullying can happen online, as well as in person, and to know what to do if this happens; • Understand that they should not share images of themselves or others without permission.
Valuing Difference
Children will be able to: • Identify some of the physical and non-physical differences and similarities between people; • Know and use words and phrases that show respect for other people.

Learning Outcomes
Children will be able to: • Identify people who are special to them; • Explain some of the ways those people are special to them.
Children will be able to: • Recognise and explain how a person's behaviour can affect other people.
Children will be able to: • Explain how it feels to be part of a group; • Explain how it feels to be left out from a group; • Identify groups they are part of; • Suggest and use strategies for helping someone who is feeling left out.
Children will be able to: • Recognise and describe acts of kindness and unkindness; • Explain how these impact on other people's feelings; • Suggest kind words and actions they can show to others; • Show acts of kindness to others in school.
Children will be able to: • Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted); • Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.
Keeping Safe
Children will be able to: • Understand that medicines can sometimes make people feel better when they’re ill; • Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell; • Explain simple issues of safety and responsibility about medicines and their use.
Children will be able to: • Identify situations in which they would feel safe or unsafe; • Suggest actions for dealing with unsafe situations including who they could ask for help.
Children will be able to:

Learning Outcomes
• Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.
Children will be able to: • Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; • Identify the types of touch they like and do not like; • Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.
Children will be able to: • Recognise that some touches are not fun and can hurt or be upsetting; • Know that they can ask someone to stop touching them; • Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.
Children will be able to: • Identify safe secrets (including surprises) and unsafe secrets; • Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.
Rights and Respect
Children will be able to: Describe and record strategies for getting on with others in the classroom.
Children will be able to: • Explain, and be able to use, strategies for dealing with impulsive behaviour.
Children will be able to: • Identify special people in the school and community who can help to keep them safe; • Know how to ask for help.
Children will be able to: • Think about the benefits and the risks of the internet; • Recognise ways to stay safe online; • Know that talking to strangers online is a risk; • Understand that we should never share personal information online.
Children will be able to: • Understand that people have choices about what they do with their money;

Learning Outcomes
• Know that money can be saved for a use at a future time; • Explain how they might feel when they spend money on different things.
Children will be able to: • Recognise that money can be spent on items which are essential or non-essential; • Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this. • Understand the money risks related to online gaming.
Children will be able to: • Identify what they like about the school environment; • Identify any problems with the school environment (e.g. things needing repair); • Make suggestions for improving the school environment; • Recognise that it's everyone's job - including all adults and children - to respect and therefore help to look after the school environment.
Being my Best
Children will be able to: • Explain the stages of the learning line showing an understanding of the learning process; • Help themselves and others develop a positive attitude that support their wellbeing; • Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning.
Children will be able to: • Understand and give examples of things they can choose themselves and things that others choose for them; • Explain things that they like and dislike, and understand that they have choices about these things; • Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.
Children will be able to: • Explain how germs can be spread; • Describe simple hygiene routines such as hand washing; • Understand that vaccinations can help to prevent certain illnesses.
Children will be able to: • Explain the importance of good dental hygiene; • Describe simple dental hygiene routines.

Learning Outcomes
Children will be able to: • Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); • Describe how food, water and air get into the body and blood.
Children will be able to: • Understand that the body gets energy from food, water and oxygen; • Recognise that exercise and sleep are important to health • Explore how screen use can make us feel and learn how to make healthy and sensible choices.
Growing and Changing
Children will be able to: • Demonstrate simple ways of giving positive feedback to others.
Children will be able to: • Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.
Children will be able to: • Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); • Understand and describe some of the things that people are capable of at these different stages.
Children will be able to: • Identify which parts of the human body are private; • Explain that a person's genitals help them to make babies when they are grown up; • Understand that humans mostly have the same body parts but that they can look different from person to person.
Children will be able to: • Explain what privacy means; • Know that you are not allowed to touch someone's private belongings without their permission; • Give examples of different types of private information.
Children will be able to: • Identify how inappropriate touch can make someone feel; • Understand that there are unsafe secrets and secrets that are nice surprises;

Learning Outcomes
• Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.

Y3

Learning Outcomes
Me and My Relationships
Children will be able to: • Explain why we have rules; • Explore why rules are different for different age groups, in particular for internet-based activities; • Suggest appropriate rules for a range of settings; • Consider the possible consequences of breaking the rules.
Children will be able to: • Identify people who they have a special relationship with; • Suggest strategies for maintaining a positive relationship with their special people.
Children will be able to: • Rehearse and demonstrate simple strategies for resolving given conflict situations.
Children will be able to: • Define and demonstrate cooperation and collaboration; • Identify the different skills that people can bring to a group task; • Demonstrate how working together in a collaborative manner can help everyone to achieve success.
Children will be able to: • Identify qualities of friendship; • Suggest reasons why friends sometimes fall out; • Rehearse and use, now or in the future, skills for making up again.
Children will be able to: • Express opinions and listen to those of others; • Consider others' points of view; • Practise explaining the thinking behind their ideas and opinions.
Children will be able to: • Explain what a dare is; • Understand that no-one has the right to force them to do a dare;

Learning Outcomes
• Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.
Children will be able to: • Explain some of the feelings someone might have when they lose something important to them; • Understand that these feelings are normal and a way of dealing with the situation.
Valuing Difference
Children will be able to: • Reflect on listening skills; • Give examples of respectful language; • Give examples of how to challenge another's viewpoint, respectfully.
Children will be able to: • Recognise that there are many different types of family; • Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'
Children will be able to: • Define the term 'community'; • Identify the different communities that they belong to; • Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.
Children will be able to: • Explain that people living in the UK have different origins; • Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; • Identity some of the qualities that people from a diverse range of backgrounds need in order to get on together.
Children will be able to: • Recognise the factors that make people similar to and different from each other; • Recognise that repeated name calling is a form of bullying; • Suggest strategies for dealing with name calling (including talking to a trusted adult).
Children will be able to: • Understand and explain some of the reasons why different people are bullied; • Explore why people have prejudiced views and understand what this is.

Learning Outcomes
Keeping Safe
Children will be able to: • Identify situations which are safe or unsafe; • Identify people who can help if a situation is unsafe; • Suggest strategies for keeping safe.
Children will be able to: • Define the words danger and risk and explain the difference between the two; • Demonstrate strategies for dealing with a risky situation.
Children will be able to: • Identify risk factors in given situations; • Suggest ways of reducing or managing those risks.
Children will be able to: • Evaluate the validity of statements relating to online safety; • Recognise potential risks associated with browsing online; • Give examples of strategies for safe browsing online; • To think about screen usage and understand that online gaming can be addictive.
Children will be able to: • Understand that medicines are drugs and suggest ways that they can be helpful or harmful.
Children will be able to: • Identify some key risks from and effects of cigarettes and alcohol; • Know that most people choose not to smoke cigarettes; (Social Norms message) • Define the word 'drug' and understand that nicotine and alcohol are both drugs.
Children will be able to: • Demonstrate strategies for assessing risks; • Understand and explain decision-making skills; • Understand where to get help from when making decisions.
Rights and Respect
Children will be able to: • Identify key people who are responsible for them to stay safe and healthy; • Suggest ways they can help these people.

Learning Outcomes
Children will be able to: • Understand the difference between 'fact' and 'opinion'; • Understand how an event can be perceived from different viewpoints; • Plan, draft and publish a recount using the appropriate language.
Children will be able to: • Define what a volunteer is; • Identify people who are volunteers in the school community; • Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.
Children will be able to: • Understand the terms 'income', 'saving' and 'spending'; • Recognise that there are times we can buy items we want and times when we need to save for items; • Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc); • Understand the financial risks related to online gaming.
Children will be able to: • Explain that people earn their income through their jobs; • Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)
Children will be able to: • Define what is meant by the environment; • Evaluate and explain different methods of looking after the school environment; • Devise methods of promoting their priority method.
Children will be able to: • Explain whose responsibility it is to look after the local environment; • Plan and carry out an event which will benefit the local environment.
Being my Best
Children will be able to: • Explain how each of the food groups on the **Eatwell Guide** (formerly Eatwell Plate) benefits the body; • Explain what is meant by the term 'balanced diet'; • Give examples what foods might make up a healthy balanced meal.

Learning Outcomes
Children will be able to: • Explain how some infectious illnesses are spread from one person to another; • Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; • Suggest medical and non-medical ways of treating an illness.
Children will be able to: • Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain); • Describe how food, water and air get into the body and blood.
Children will be able to: • Develop skills in discussion and debating an issue; • Demonstrate their understanding of health and wellbeing issues that are relevant to them; • Empathise with different view points; • Make recommendations, based on their research.
Children will be able to: • Identify their achievements and areas of development; • Recognise that people may say kind things to help us feel good about ourselves; • Explain why some groups of people are not represented as much on television/in the media.
Children will be able to: • Explain some of the different talents and skills that people have and how skills are developed; • Recognise their own skills and those of other children in the class.
Children will be able to: • Demonstrate how working together in a collaborative manner can help everyone to achieve success; • Understand and explain how the brain sends and receives messages through the nerves.
Growing and Changing
Children will be able to: • Identify different types of relationships; • Recognise who they have positive healthy relationships with.
Children will be able to: • Understand what is meant by the term body space (or personal space);

Learning Outcomes
• Identify when it is appropriate or inappropriate to allow someone into their body space; • Rehearse strategies for when someone is inappropriately in their body space.
Children will be able to: • Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; • Recognise and describe appropriate behaviour online as well as offline; • Identify what constitutes personal information and when it is not appropriate or safe to share this; • Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs; • Understand that people online may not always be who they say they are, and to learn how to stay safe by checking with a trusted adult before communicating with others; • Understand that they should not share images of others without their permission; • Think carefully before sharing any information about themselves; • Understand that once something is posted online it is very hard to remove or delete it.
Children will be able to: • Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; • Recognise how different surprises and secrets might make them feel; • Know who they could ask for help if a secret made them feel uncomfortable or unsafe.
Children will be able to: • Recognise that babies come from the joining of an egg and sperm; • Explain what happens when an egg doesn't meet a sperm; • Understand that for girls, periods are a normal part of puberty.

Y4

Learning Outcomes
Me and My Relationships
Children will be able to: • Demonstrate strategies for working on a collaborative task; • Define successful qualities of teamwork and collaboration.
Children will be able to: • Explain what we mean by a 'positive, healthy relationship'; • Describe some of the qualities that they admire in others.
Children will be able to: • Recognise that there are times when they might need to say 'no' to a friend;

Learning Outcomes
• Describe appropriate assertive strategies for saying 'no' to a friend.
Children will be able to: • Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; • Explain how different words can express the intensity of feelings.
Children will be able to: • Identify a wide range of feelings; • Recognise that different people can have different feelings in the same situation; • Explain how feelings can be linked to physical state.
Children will be able to: • Demonstrate a range of feelings through their facial expressions and body language; • Recognise that their feelings might change towards someone or something once they have further information.
Children will be able to: • Give examples of strategies to respond to being bullied, including what people can do and say; • Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from; • To understand that bullying or aggressive behaviour can happen online as well as in person, and to learn how to recognise it and report it to a trusted adult.
Valuing Difference
Children will be able to: • Define the terms 'negotiation' and 'compromise'; • Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.
Children will be able to: • List some of the ways that people are different to each other (including differences of race, gender, religion); • Recognise potential consequences of aggressive behaviour; • Suggest strategies for dealing with someone who is behaving aggressively; • Understand that bullying or aggressive behaviour can happen online as well as in person, and to learn how to recognise it and report it to a trusted adult; • Understand they should not share images of other people online without their permission.
Children will be able to:

Learning Outcomes
• List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals); • Define the word *respect* and demonstrate ways of showing respect to others' differences.
Children will be able to: • Understand and identify stereotypes, including those promoted in the media.
Children will be able to: • Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances); • Give examples of features of these different types of relationships, including how they influence what is shared.
Children will be able to: • Understand that they have the right to protect their personal body space; • Recognise how others' non-verbal signals indicate how they feel when people are close to their body space; • Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.
Keeping Safe
Children will be able to: • Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; • Identify situations which are either dangerous, risky or hazardous; • Suggest simple strategies for managing risk.
Children will be able to: • Define what is meant by the word 'dare'; • Identify from given scenarios which are dares and which are not; • Suggest strategies for managing dares.
Children will be able to: • Describe stages of identifying and managing risk; • Suggest people they can ask for help in managing risk.
Children will be able to: • Understand that we can be influenced both positively and negatively; • Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.

Learning Outcomes
Children will be able to: • Identify images that are safe/unsafe to share online; • Know and explain strategies for safe online sharing; • Understand and explain the implications of sharing images online without consent.
Children will be able to: • Understand that medicines are drugs; • Explain safety issues for medicine use; • Suggest alternatives to taking a medicine when unwell; • Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).
Children will be able to: • Understand some of the key risks and effects of smoking and drinking alcohol; • Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory).
Children will be able to: • Identify strategies for keeping personal information safe online; • Describe safe behaviours when using communication technology; • Exercise caution when sharing information about themselves; • Understand the importance of privacy and location settings to protect information online; • Know that a trusted adult can help them if they see something online which makes them feel uncomfortable, worried or scared.
Rights and Respect
Children will be able to: • Explain how different people in the school and local community help them stay healthy and safe; • Define what is meant by 'being responsible'; • Describe the various responsibilities of those who help them stay healthy and safe; • Suggest ways they can help the people who keep them healthy and safe.
Children will be able to: • Understand that humans have rights and also responsibilities; • Identify some rights and also responsibilities that come with these.
Children will be able to: • Understand the reason we have rules;

Learning Outcomes
• Suggest and engage with ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council); • Recognise that everyone can make a difference within a democratic process; • Understand the risks relating to online gaming and that gaming can become addictive.
Children will be able to: • Define the word *influence*; • Recognise that reports in the media can influence the way they think about a topic; • Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.
Children will be able to: • Explain the role of the bystander and how it can influence bullying or other anti-social behaviour; • Recognise that they can play a role in influencing outcomes of situations by their actions.
Children will be able to: • Define the terms 'income' and 'expenditure'; • List some of the items and services of expenditure in the school and in the home; • Prioritise items of expenditure in the home from most essential to least essential.
Children will be able to: • Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'; • Understand how a payslip is laid out showing both pay and deductions; • Prioritise public services from most essential to least essential.
Children will be able to: • Understand some of the ways that various national and international environmental organisations work to help take care of the environment; • Understand and explain the value of this work.
Being my Best
Children will be able to: • Identify ways in which everyone is unique; • Appreciate their own uniqueness; • Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.
Children will be able to: • Give examples of choices they make for themselves and choices others make for them;

Learning Outcomes
• Recognise that there are times when they will make the same choices as their friends and times when they will choose differently; • Understand that making healthy choices around food is important for their wellbeing.
Children will be able to: • Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health; • Plan a menu which gives a healthy balanced of foods from across the food groups on the **Eatwell Guide** (formerly Eatwell Plate); • Understand the importance of a healthy relationship with food; • Understand the importance of good quality sleep and take practical steps for improving sleep.
Children will be able to: • Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs); • Suggest ways the Seven Rs recycling methods can be applied to different scenarios.
Children will be able to: • Define what is meant by the word 'community'; • Suggest ways in which different people support the school community; • Identify qualities and attributes of people who support the school community.
•
Children will be able to: • Define what a volunteer is; • Use the Five Ways to Wellbeing theory to suggest some of the reasons why people volunteer.
Growing and Changing
Children will be able to: • Describe some of the changes that happen to people during their lives; • Explain how the Learning Line can be used as a tool to help them manage change more easily; • Suggest people who may be able to help them deal with change.
Children will be able to: • Name some positive and negative feelings; • Understand how the onset of puberty can have emotional as well as physical impact • Suggest reasons why young people sometimes fall out with their parents;

Learning Outcomes
• Take part in a role play practising how to compromise.
Children will be able to: • Identify parts of the body that males and females have in common and those that are different; • Know the correct terminology for their genitalia; • Understand and explain why puberty happens.
Children will be able to: • Know the key facts of the menstrual cycle; • Understand that periods are a normal part of puberty for girls; • Identify some of the ways to cope better with periods.
Children will be able to: • Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; • Recognise how different surprises and secrets might make them feel; • Know who they could ask for help if a secret made them feel uncomfortable or unsafe.
Children will be able to: • Understand that marriage or civil partnership is a commitment to be entered into freely and not against someone's will; • Recognise that marriage or civil partnership includes same sex and opposite sex partners; • Know the legal age for marriage or civil partnership in England or Scotland; • Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.

Y5

Learning Outcomes
Me and My Relationships
Children will be able to: • Explain what collaboration means; • Give examples of how they have worked collaboratively; • Describe the attributes needed to work collaboratively.
Children will be able to: • Explain what is meant by the terms negotiation and compromise; • Describe strategies for resolving difficult issues or situations.

Learning Outcomes
Children will be able to: • Understand that online communication can be misinterpreted; • Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face; • Consider what information is safe/unsafe to share offline and online; • Know where to go for advice and support when they feel worried or concerned about something they have experienced online.
Children will be able to: • Demonstrate how to respond to a wide range of feelings in others; • Give examples of some key qualities of friendship; • Reflect on their own friendship qualities.
Children will be able to: • Identify what things make a relationship unhealthy or unsafe; • Identify who they could talk to if they needed help; • Explore assertive skills.
Children will be able to: • Recognise basic emotional needs, understand that they change according to circumstance; • Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.
Children will be able to: • Identify characteristics of passive, aggressive and assertive behaviours; • Understand and rehearse assertiveness skills.
Valuing Difference
Children will be able to: • Define some key qualities of friendship; • Describe ways of making a friendship last; • Explain why friendships sometimes end.
Children will be able to: • Rehearse active listening skills: • Demonstrate respectfulness in responding to others; • Respond appropriately to others.
Children will be able to:

Learning Outcomes
• Develop an understanding of discrimination and its injustice, and describe this using examples; • Empathise with people who have been, and currently are, subjected to injustice, including through racism; • Consider how discriminatory behaviour can be challenged.
Children will be able to: • Identify and describe the different groups that make up their school/wider community/other parts of the UK; • Describe the benefits of living in a diverse society; • Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.
Children will be able to: • Understand that the information we see online, either text or images, is not always true or accurate; • Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them;
Children will be able to: • Recognise that some people can get bullied because of the way they express their gender; • Give examples of how bullying behaviours can be stopped; • Understand what online bullying is, and recognise different forms it can take, and know how to respond safely and responsibly if it happens.
Children will be able to: • Identify the consequences of positive and negative behaviour on themselves and others; • Give examples of how individual/group actions can impact on others in a positive or negative way.
Keeping Safe
Children will be able to: • Demonstrate strategies to deal with both face-to-face and online bullying; • Demonstrate strategies and skills for supporting others who are bullied; • Recognise and describe the difference between online and face-to-face bullying.
Children will be able to: • Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private; • Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face;

Learning Outcomes
• Know how to protect personal information online; • Recognise disrespectful behaviour online and know how to respond to it; • Understand that online relationships are unlikely to be as good as in-person relationships.
Children will: • Consider what information is safe/unsafe to share offline and online; • Think about the consequences of not keeping personal information private; • Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face; • Know how to protect personal information online; • Know to tell a trusted adult if something online is making them feel upset, worried or uncomfortable; • Understand what cyberbullying/online bullying is, and recognise different forms it can take, and know how to respond safely and responsibly if it happens.
Children will be able to: • Recognise which situations are risky; • Explore and share their views about decision making when faced with a risky situation; • Suggest what someone should do when faced with a risky situation.
Children will be able to: • Describe some of the health risks caused by vaping; • Understand that there are potential health risks of vaping that are not yet fully known; • Use critical thinking skills when reading information/media; • Understand that companies selling vaping products do so to make money; • Describe some of the possible outcomes of taking a risk.
Children will be able to: • Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks; • Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.
Children will be able to: • Define what is meant by a dare; • Explain why someone might give a dare; • Suggest ways of standing up to someone who gives a dare; • Think about the consequences of doing a dare online; • Understand that once something is posted online and shared there is no way to delete it permanently; • Know where to go for advice and support when they feel worried or concerned about something they have seen or experienced online.

Learning Outcomes
Children will be able to: • Explain what a habit is, giving examples; • Describe why and how a habit can be hard to change; • Think about making healthy choices; • Understand what our bodies need to grow and develop.
Children will be able to: • Understand some of the complexities of categorising drugs; • Know that all medicines are drugs but not all drugs are medicines; • Understand ways in which medicines can be helpful or harmful and used safely or unsafely; • Understand that most people make healthy choices; • Understand that we can say no to keep ourselves safe.
Children will be able to: • Understand the actual norms around smoking and the reasons for common misperceptions of these.
Rights and Respect
Children will be able to: • Identify, write and discuss issues currently in the media concerning health and wellbeing; • Express their opinions on an issue concerning health and wellbeing; • Make recommendations on an issue concerning health and wellbeing.
Children will be able to: • Understand the difference between a fact and an opinion; • Understand what biased reporting is and the need to think critically about things we read.
Children will be able to: • Explain what we mean by the terms voluntary, community and pressure (action) group; • Give examples of voluntary groups, the kind of work they do and its value.
Children will be able to: • Define the differences between responsibilities, rights and duties; • Discuss what can make them difficult to follow; • Identify the impact on individuals and the wider community if responsibilities are not carried out.
Children will be able to: • State the costs involved in producing and selling an item;

Learning Outcomes
• Suggest questions a consumer should ask before buying a product.
Children will be able to: • Define the terms loan, credit, debt and interest; • Suggest advice for a range of situations involving personal finance.
Children will be able to: • Explain some of the areas that local councils have responsibility for; • Understand that local councillors are elected to represent their local community.
Being my Best
Children will be able to: • Know the basic functions of the four systems covered and know they are inter-related. • Explain the function of at least one internal organ. • Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.
Children will be able to: • Identify their own strengths and talents; • Identify areas that need improvement and describe strategies for achieving those improvements.
Children will be able to: • State what is meant by community; • Explain what being part of a school community means to them; • Suggest ways of improving the school community.
Children will be able to: • Identify people who are responsible for helping them stay healthy and safe; • Identify ways that they can help these people.
Children will be able to: • Describe 'star' qualities of celebrities as portrayed by the media; • Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; • Describe 'star' qualities that 'ordinary' people have.
Growing and Changing
Children will be able to:

Learning Outcomes
• Use a range of words and phrases to describe the intensity of different feelings • Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; • Explain strategies they can use to build resilience.
Children will be able to: • Identify people who can be trusted; • Understand what kinds of touch are acceptable or unacceptable; • Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.
Children will be able to: • Explain the difference between a safe and an unsafe secret; • Identify situations where someone might need to break a confidence in order to keep someone safe.
Children will be able to: • Identify some products that they may need during puberty and why; • Understand changes to the body during puberty, including those linked to oral health; • Know what menstruation is and why it happens.
Children will be able to: • Know the correct words for the external sexual organs; • Discuss some of the myths associated with puberty.
Children will be able to: • Recognise how our body feels when we're relaxed; • List some of the ways our body feels when it is nervous or sad; • Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.
Children will be able to: • Explain how someone might feel when they are separated from someone or something they like; • Suggest ways to help someone who is separated from someone or something they like.

Y6

Learning Outcomes
Me and My Relationships
Children will be able to: • Demonstrate a collaborative approach to a task; • Describe and implement the skills needed to do this.
Children will be able to: • Explain what is meant by the terms 'negotiation' and 'compromise'; • Suggest positive strategies for negotiating and compromising within a collaborative task; • Demonstrate positive strategies for negotiating and compromising within a collaborative task.
Children will be able to: • Recognise some of the challenges that arise from friendships; • Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.
Children will be able to: • Describe the consequences of reacting to others in a positive or negative way; • Suggest ways that people can respond more positively to others.
Children will be able to: • Recognise and empathise with patterns of behaviour in peer-group dynamics; • Recognise basic emotional needs and understand that they change according to circumstance; • Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.
Children will be able to: • List some assertive behaviours; • Recognise peer influence and pressure; • Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.
Children will be able to: • Describe ways in which people show their commitment to each other; • Know the ages at which a person can marry or have a civil partnership;

Learning Outcomes
• Understand that everyone has the right to be free to choose who and whether to marry or have a civil partnership.
Children will be able to: • Recognise that some types of physical contact can produce strong negative feelings; • Know that some inappropriate touch is also illegal.
Valuing Difference
Children will be able to: • Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; • Suggest strategies for dealing with bullying, as a bystander; • Describe positive attributes of their peers.
Children will be able to: • Know that all people are unique but that we have far more in common with each other than what is different about us; • Consider how a bystander can respond to someone being rude, offensive or bullying someone else; • Demonstrate ways of offering support to someone who has been bullied .
Children will be able to: • Demonstrate ways of showing respect to others, using verbal and non-verbal communication.
Children will be able to: • Understand and explain the term prejudice and discrimination; • Identify and describe the different groups that make up their school/wider community/other parts of the UK; • Describe the benefits of living in a diverse society; • Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.
Children will be able to: • Explain the difference between a friend and an acquaintance; • Describe qualities of a strong, positive friendship; • Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).
Children will be able to: • Define what is meant by the term stereotype;

Learning Outcomes
• Recognise how the media (including digital platforms) can sometimes reinforce gender stereotypes; • Recognise that people fall into a wide range of what is seen as normal; • Challenge stereotypical gender portrayals of people.
Keeping Safe
Children will be able to: • Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; • Understand and describe the ease with which something posted online can spread; • Understand that once something is posted online it is very hard to remove; • Understand that sometimes people spread fake information, misinformation and disinformation, and to begin to think critically about how to respond to this.
Children will be able to: • Identify strategies for keeping personal information safe online; • Describe safe and respectful behaviours when using communication technology; • Understand they should not share images of other people online without their permission; • Think carefully before sharing any information about themselves online; • Understand that once something has been posted online it can be circulated quickly and there is no way of deleting it permanently; • Know where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.
Children will be able to: • Know that it is illegal to create and share sexual images of children under 18 years old; • Explore the risks of sharing photos and films of themselves with other people directly or online; • Know how to keep their information private online; • Understand that once something is posted online and shared there is no way to delete it permanently; • Know where to go for advice and support when they feel worried or concerned about something they have seen or experienced online.
Children will be able to: • Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour; • Understand that all humans have basic emotional needs and explain some of the ways these needs can be met.
Children will be able to:

Learning Outcomes
• Explain how drugs can be categorised into different groups depending on their medical and legal context; • Demonstrate an understanding that drugs can have both medical and non-medical uses; • Explain in simple terms some of the laws that control drugs in this country.
Children will be able to: • Understand some of the basic laws in relation to drugs; • Explain why there are laws relating to drugs in this country.
Children will be able to: • Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these; • Describe some of the effects and risks of drinking alcohol.
Children will be able to: • Understand that all humans have basic emotional needs and explain some of the ways these needs can be met; • Explain how these emotional needs impact on people's behaviour; • Suggest positive ways that people can get their emotional need met.
Rights and Respect
Children will be able to: • Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them; • Describe the language and techniques that make up a biased report; • Analyse a report also extract the facts from it.
Children will be able to: • Know the legal age (and reason behind these) for having a social media account; • Understand why people don't tell the truth and often post only the good bits about themselves, online; • Recognise that people's lives are much more balanced in real life, with positives and negatives.
Children will be able to: • Explain some benefits of saving money; • Describe the different ways money can be saved, outlining the pros and cons of each method; • Describe the costs that go into producing an item; • Suggest sale prices for a variety of items, taking into account a range of factors; • Explain what is meant by the term interest;

Learning Outcomes
• Understand financial risks of online gaming; • Understand the importance of developing digital resilience.
Children will be able to: • Recognise and explain that different jobs have different levels of pay and the factors that influence this; • Explain the different types of tax (income tax and VAT) which help to fund public services; • Evaluate the different public services and compare their value.
Children will be able to: • Explain what is meant by living in an environmentally sustainable way; • Suggest actions that could be taken to live in a more environmentally sustainable way.
Children will be able to: • Explain what we mean by the terms voluntary, community and pressure (action) group; • Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group.
Children will be able to: • Define the term 'community'; • Recognise the benefits to mental health and wellbeing of being part of community groups; • Understand the value of community members and how they can be valued for contributing to communities.
Being my Best
Children will be able to: • Identify aspirational goals; • Describe the actions needed to set and achieve these.
Children will be able to: • Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues. • Develop a holistic approach to healthy eating.
Children will be able to: • Identify risk factors in a given situation (including online); • Understand and explain the outcomes of risk-taking in a given situation, including emotional risks;

Learning Outcomes
• Know where to go for advice and support when they feel worried or concerned about something online.
Children will be able to: • Recognise what risk is; • Explain how a risk can be reduced; • Understand risks related to growing up and explain the need to be aware of these; • Assess a risk to help keep themselves safe.
Children will be able to: • Explain what the five ways to wellbeing are; • Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.
Growing and Changing
Children will be able to: • Understand that fame can be short-lived; • Recognise that photos can be changed to match society's view of perfect; • Identify qualities that people have, as well as their looks; • Understand the importance of avoiding putting pressure on others to share information and images online.
Children will be able to: • Define what is meant by the term stereotype; • Recognise how the media (including digital platforms) can sometimes reinforce gender stereotypes; • Recognise that people fall into a wide range of what is seen as normal; • Challenge stereotypical gender portrayals of people.
Children will be able to: • Understand the risks of sharing images online and how these are hard to control, once shared; • Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; • Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.
Children will be able to: • Recognise some of the changes they have experienced and their emotional responses to those changes; • Suggest positive strategies for dealing with change;

Learning Outcomes
• Identify people who can support someone who is dealing with a challenging time of change.
Children will be able to: • Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; • Understand that a healthy attitude towards food can really support growth and puberty changes; • Suggest strategies that would help someone who felt challenged by the changes in puberty; • Understand what FGM is and that it is an illegal practice in this country; • Know where someone could get support if they were concerned about their own or another person's safety.
Children will be able to: • Identify the changes that happen through puberty to allow sexual reproduction to occur; • Know a variety of ways in which the sperm can fertilise the egg to create a baby; • Know the legal age of consent and what it means.
Children will be able to • Explain how HIV affects the body's immune system; • Understand that HIV is difficult to transmit; • Know how a person can protect themself from HIV.
Children will: • Identify the qualities of a caring, safe, happy and healthy relationship; • Understand the internet contains a lot of content that can be inappropriate and upsetting for children, some of which is sexual in nature; • Understand the laws around viewing online sexual content; • Understand the potential impact for children who have viewed this content and know where to go for advice and support.