

Personal, Social and Health Education including; Relationships, Sex and Health Education Policy

Long Wittenham C.E. Primary School

This policy supports the school vision

Caring For Others And Courageously Striving For Excellence



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Next review due by: July 2026

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1 Aims

This policy aims to:

- Explain what PSHE Education is at Long Wittenham Primary School
- Set out the school's arrangements for PSHE teaching and learning

2 Statutory Requirements

It is now a statutory requirement for primary schools to deliver Relationships Education and the Department of Education (DfE) encourages schools to deliver Sex Education that ensures both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science – how a baby is conceived and born.

Health Education is also statutory in all schools.

We at Long Wittenham we acknowledge that under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health Economic (PSHE) education provision.

3 Policy Development

This policy was written by the PSHE subject Leaders and developed in consultation with parents, teachers and other school staff and governors at Long Wittenham Primary School. We have listened and responded to all views to help strengthen the policy, ensuring that it meets the needs of all of our pupils. It has been approved by the school's governing body.

4 Definition of PSHE

Our PSHE education, including statutory Relationships and Health education, and non-statutory sex education, as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

The school's PSHE provision supports the school's aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture.

The school has a powerful combination of a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
2. Encourage and support the development of social skills and social awareness;
3. Enable pupils to make sense of their own personal and social experiences;
4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
5. Enable effective interpersonal relationships and develop a caring attitude towards others;
6. Encourage a caring attitude towards and responsibility for the environment;
7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
8. Understand how society works and the laws, rights and responsibilities involved.

Relationships and sex education (RSE) is part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. RSE, within PSHE, aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and the skills to stay safe both on and off line. It enables pupils to explore their own and other's attitudes and values and builds their self-esteem and confidence to view their own sexuality positively. **RSE is not about the promotion of sexual activity.**

5 Organisation and Delivery of PSHE

We use the Coram Education SCARF programme to support the delivery of PSHE and RSE. RSE is taught within the PSHE curriculum. Our PSHE curriculum is taught across 6 themed, termly topics in a spiralled curriculum, with the RSE curriculum integrated into these topics throughout the year (see appendix 1). Each academic year, children will meet new challenging opportunities, whilst building on their learning from the previous year. In term 6 every year we will teach the 'Growing and Changing' unit, these lessons will be taught to discrete year groups to ensure the content is appropriate for their age. The rest of the 5 termly topics will be taught on a two-year rolling programme.

6 The Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

7 KS1 and KS2

The SCARF programme divides the year into 6 themed units:

1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British values;
3. Keeping Myself Safe: looking at keeping ourselves healthy and safe
4. Rights and Responsibilities: learning about money, living the wider world and the environment;
5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

Within National Curriculum Science in Y2, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. In Y5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. Within our non-statutory sex education that takes place in Y6 children will learn about how a baby is conceived, whether through sexual intercourse or IVF. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase.

We strongly believe that our PSHE education programme is just one part of what we do to help all of our pupils to develop the knowledge, skills, attitude and understanding they need to fulfil their potential. Throughout the school, learning environments provide children with a safe and supportive place to develop their confidence, ask questions, build relationships, reflect and express their views and opinions and put what they have learned in their lives into practice. PSHE is also developed through the assemblies, being a school council representative, residential visits, school trips, visitors coming into school, having parents into lessons, themed days, fundraising events and being involved in community events. Children learn about British values in PSHE lessons and in the wider school through our whole school values.

The PSHE subject leaders are responsible for the organisation of the PSHE and RSE curriculum at Long Wittenham Primary School and ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently.

PSHE lessons are taught by their class teacher once a week in their timetabled PSHE lesson, throughout the whole year in their usual classes, in mixed sex groupings, using a range of interactive teaching methods, e.g. activity sheets, films, songs, online games, and drama techniques. Class teachers follow the suggested six half termly units provided by SCARF for each year. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons; class teachers and the PSHE subject leader often discuss this on an informal basis. At times the class teacher may decide to amend the organisation of the curriculum, to meet the needs of

individuals and their class. This is a valuable and important aspect of delivering a curriculum which aims to meet the individual needs of all children. Assessment of the children's knowledge and skills for each unit is completed at the start and end of each term. SCARF provide teachers with resources/evaluations to carry out a baseline assessment at the beginning of each unit and a resource to measure progress at the end of the unit. This type of evaluation enables both teacher and the children to see clearly progress that they have made.

At Long Wittenham we believe that it is important to explicitly teach the knowledge and skills in the PSHE and RSE curriculum and to also allow children time to transfer them from one subject to another and from school to their lives at home and in the wider community. The PSHE curriculum, including RSE, is delivered during timetabled PSHE lessons by class teachers. Some aspects of the PSHE and RSE curriculum may also be delivered through the following subjects: Science, Religious Education (RE), Computing, Physical Education (PE) and assemblies. PSHE and RSE will be delivered within a mixed gender class. Assemblies are delivered by members of the senior leadership team, class teachers and visitors. Where visiting speakers from the community, e.g. community police officers, school nurses, fire fighters, are invited to support the delivery of aspects of the PSHE or RSE curriculum in assemblies or lessons, their input will be monitored to fit with the curriculum. Teachers are always present during sessions delivered by visiting speakers and the teachers remain responsible for the delivery of the PSHE and RSE curriculum.

In order that parents/carers are informed and can be involved in supporting their child, we will inform parents prior to the teaching of sensitive aspects of the RSE curriculum, including, inappropriate or unsafe physical contact, how to report any signs of abuse, puberty and the menstrual cycle. We will also use our knowledge of the children and their experiences and inform parents on an individual basis if we feel there may be a need to. Throughout term 6 'Growing and Changing' teachers will upload resources weekly that are used in school to support parents with follow up conversations at home.

8 Terminology

When teaching children about the human body we will use the correct names for body parts. In Key Stage 1 the terminology used will be: genitals, penis, testicles, vagina, vulva, breasts, eggs, sperm. In Key Stage 2 the terminology will be the same as Key Stage 1 with the following additions: puberty, periods, menstrual cycle, erection, ejaculation, wet dreams, ovaries, womb, clitoris, labia, pubic hair

9 How the delivery of PSHE will be made accessible to all pupils

As far as is appropriate, pupils with special educational needs follow the same PSHE education programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted and extra support provided to ensure all pupils are enabled to access and develop key skills and knowledge through PSHE. Teachers and/or teaching assistants work with individual pupils where required, and if appropriate.

Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils; whatever their gender identity. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma. This will also ensure any child that identifies as transgender will have access to RSE that is relevant to the puberty they are likely to experience.

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

Research shows that, on average, about 4% of pupils will go on to define themselves as gay, lesbian, bi-sexual or pansexual (GLBP). It is possible that some pupils will also have GLBP parents/carers, brothers or sisters, other family members and/or friends. Our PSHE education acknowledges this through scenarios, in a sensitive, honest and balanced consideration of sexuality. This helps create a safe environment for all pupils and staff. The public sector equality duty, created under the Equality Act, requires schools and other public authorities to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum. Schools have a legal responsibility for eliminating discrimination; to do this, schools are required to raise pupils' awareness of diversity and promote respectful relationships with those who are different from them.

10 How is PSHE monitored and assessed

We use one method of monitoring and assessing learning within PSHE at Long Wittenham Primary School. For each of the six units we carry out a pre- and post-unit assessment activity. Conducted twice, first at the beginning of the unit to determine where the children are at; and then again at the end of the unit, enabling us to monitor progress, record key points and identify areas for further development. This enables both teacher and child to see what progress has been made over the course of each half- termly unit of lesson plans.

The monitoring of the standards of children's work and of the quality of PSHE education is the responsibility of the PSHE subject leaders. The work of the subject leaders also involves supporting colleagues in the teaching of PSHE education and being informed about current developments in the subject.

The PSHE subject leaders provides the head teacher with a summary of teaching and learning of the subject when requested. Areas for development are also identified.

11 Roles and Responsibilities

The governing body will approve the PSHE and RSE policy, and hold the head teacher to account for its implementation.

The head teacher is responsible for managing requests to withdraw pupils from components of RSE.

12 Staff

Staff are responsible for:

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

13 Pupils

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

14 Right to withdraw

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches but not Relationships Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. Parents are invited to view our resources and discuss any concerns with our staff. Parents should be aware that schools are legally required to provide a broad, balanced curriculum. Sex education topics can arise incidentally and overlap with Relationships Education lessons and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

Relationships education is a statutory part of the school's curriculum and, consequently, parents and carers may not withdraw their child from these lessons.

Class teachers will inform parents and carers, prior to the teaching of aspects of non-statutory Sex Education and provide them with an opportunity to view a sample of the resources used in lessons and discuss how the content will be delivered with the class teacher. Sex education will be taught within a larger unit of lessons and integrated with the teaching of Relationships Education.

If a parent or carer wishes their child to be withdrawn from the sex education elements of RSE, they should discuss this with the headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. Requests should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

15 Training Arrangements

Staff are trained on the delivery of PSHE and RSE as part of our continuing professional development. The head Teacher/PSHE subject leaders will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

16 Monitoring Arrangements

The delivery and progress of PSHE and RSE is monitored by the PSHE subject leaders through: book scrutinies, learning walks, teacher voice and pupil voice.

The policy will be reviewed every three years, in consultation with parents, teachers and other school staff, governors and pupils.

Appendix 1 – What is taught in each termly unit in each year group

(Parrots, Eagles and Penguins will be taught the themes over a two-year rolling programme for Term 1-5. Term 6 children will be taught the 'Growing and Changing' unit in discrete year groups.)

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing
Reception	<ul style="list-style-type: none"> ▪ Identifying things we are good at and things we like to do ▪ Recognising how we look different and the same as others in our class ▪ Our favourite things ▪ People who are important to us in our families and at school ▪ Who can help us when we need help? ▪ Hand of Trust ▪ Things we can do to cheer us up when we are sad 	<ul style="list-style-type: none"> ▪ Things that are the same and thing that are different about us ▪ Different kinds of families ▪ Different kinds of homes that people live in ▪ Being kind and saying kind things to others ▪ Being friendly and playing with someone new 	<ul style="list-style-type: none"> ▪ Things we put onto our bodies to keep ourselves safe ▪ Knowing what is safe to put into our bodies, including medicines ▪ Safety at home and outside ▪ Identifying if common situations are unsafe or safe ▪ What to do if we feel unsafe 	<ul style="list-style-type: none"> ▪ Looking after our special people ▪ Caring for our environment ▪ Looking after money 	<ul style="list-style-type: none"> ▪ Bouncing back when things go wrong ▪ Eating different types of foods and the jobs these foods do for our bodies ▪ Different ways to exercise ▪ Bedtime routines and the importance of sleep 	<ul style="list-style-type: none"> ▪ The cycle of the seasons throughout the year ▪ Life cycles of plants and animals ▪ The main stages of the human life cycle from baby to old age ▪ Babies come from a woman's tummy ▪ How our bodies have grown and changed since we were a baby ▪ How and why boys and girls bodies are different
Year 1/ 2 cycle A	<ul style="list-style-type: none"> ▪ Why we have classroom rules ▪ Body language and facial expressions ▪ Feelings and behaviour ▪ Recognising people's bodies and feelings can be hurt ▪ Being part of a family, group or community ▪ Qualities of friendship 	<ul style="list-style-type: none"> ▪ Differences and similarities between people ▪ Difference between unkindness, teasing and bullying ▪ How school rules keep us safe ▪ Our special people ▪ What is fair and unfair, kind and unkind 	<ul style="list-style-type: none"> ▪ How food, exercise and sleep are important parts of being healthy ▪ Who can help us when we feel unsafe ▪ Feelings associated with losing something ▪ What medicines are for and the safety around medicines and their use ▪ NSPCC PANTS rule 	<ul style="list-style-type: none"> ▪ Personal hygiene routines ▪ Caring for the school environment ▪ Taking care of belongings and living things ▪ Where people get money from and what it can be spent on ▪ Looking after our money 	<ul style="list-style-type: none"> ▪ Eating fruit and vegetables everyday ▪ How diseases can spread and how to prevent them from spreading ▪ Learning new skills takes practice and some opportunity to fail ▪ Giving and receiving positive feedback ▪ Recognise how a person's behaviour can effect someone else 	<ul style="list-style-type: none"> ▪ Name major internal body parts ▪ Know how to meet the basic needs of a baby ▪ Things we could do as a baby, toddler and now ▪ What to do if we experience or witness bullying ▪ Differences between secrets and surprises ▪ Identify parts of the body that are private ▪ Ways to keep private parts private

<p>Year 1 /2 cycle B</p>	<ul style="list-style-type: none"> ▪ Creating and agreeing classroom rules ▪ Using different words and ways to express their feelings ▪ Understand the difference between bullying and teasing ▪ Strategies for dealing with bullying ▪ Knowing friendship is a special kind of relationship and how to be a good friend 	<ul style="list-style-type: none"> ▪ Physical and non-physical differences between people ▪ Explaining why our special people are special to us ▪ Suggesting and using strategies when someone feels left out ▪ Describing acts of kindness and unkindness and the effect they have on people's feelings ▪ Strategies for dealing with common playground problems 	<ul style="list-style-type: none"> ▪ Recognising the things we can do to make ourselves feel better when we are ill, including the safe use of medicines ▪ Identify situations where we would feel safe and unsafe ▪ Recognising that body language and facial expressions can help us to see if someone feels safe ▪ NSPCC PANTS rule 	<ul style="list-style-type: none"> ▪ Strategies for getting on with others in the classroom ▪ Getting help in the community and making an emergency 999 call ▪ How we can help to look after our school environment ▪ Saving money 	<ul style="list-style-type: none"> ▪ How we learn and apply positive mindset strategies ▪ Making healthy choices for ourselves ▪ The role of vaccines to prevent certain illnesses ▪ Dental hygiene ▪ Names and roles of major internal body parts 	<ul style="list-style-type: none"> ▪ Feelings associated with losing and being reunited with someone we are close to ▪ Identify the different stages of growth and some of the things people can do at each stage ▪ Naming and labelling parts of the body, including the genitals ▪ What genitals are for ▪ Different types of privacy and respecting privacy
<p>Year 3/ 4 cycle A</p>	<ul style="list-style-type: none"> ▪ Exploring why we have rules and why they are sometimes different for different age groups and places ▪ Understanding the feelings we might have if a special pet dies ▪ How to cooperate and collaborate in groups ▪ Understanding the relationships we have with special people ▪ How to use simple strategies to resolve conflict ▪ Understanding dares and strategies to use if we feel uncomfortable or unsafe by someone asking us to do a dare ▪ Expressing opinions and listening to those of others ▪ Identify qualities of friendship and strategies for making up with a friend 	<ul style="list-style-type: none"> ▪ Recognising different types of families, including adoption, fostering and same-sex relationships ▪ Identifying the different communities, we belong to ▪ Listening and responding respectively to others ▪ Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds ▪ Knowing that repeated name calling is a form of bullying and strategies for dealing with it ▪ Understand what it means to have prejudice views 	<ul style="list-style-type: none"> ▪ Identify situations where we would feel safe and unsafe and strategies for keeping safe ▪ Understanding the difference between danger and risk and strategies for dealing with a risky situation ▪ The key risks from and effects of cigarettes and alcohol ▪ Recognising potential risks associated with browsing online and strategies for safe online browsing ▪ Recognising appropriate and safe behaviour online ▪ Identifying what personal information is and when it is not appropriate or safe to share this ▪ Strategies for assessing risk and making decisions ▪ Ways that medicines can be helpful and harmful 	<ul style="list-style-type: none"> ▪ Volunteers in the school community ▪ Key people who are responsible for keeping us safe and healthy in different places ▪ Different ways of looking after the school environment ▪ Understanding 'income', 'saving' and 'spending' ▪ Earning money 	<ul style="list-style-type: none"> ▪ Understand the importance of eating a healthy balanced diet ▪ Hygiene routines that help to reduce the risk of spreading infectious illnesses ▪ Identify own achievements and areas of development ▪ Developing ways to work collaboratively ▪ Recognising our own talents and those of others in the class 	<ul style="list-style-type: none"> ▪ Things that make a healthy, positive relationship and how we can achieve them ▪ NSPCC PANTS rule ▪ Explain the terms 'secret' and 'surprise' and know the difference between a safe and unsafe secret ▪ Understand that marriage is a commitment to be entered into freely ▪ Recognise that marriage includes same sex and opposite sex partners ▪ Know the legal age for marriage in England ▪ Identify the reasons a person might want to be married, or live together, or have a civil ceremony

<p style="text-align: center;">Year 3 / 4 cycle B</p>	<ul style="list-style-type: none"> ▪ Understand how are feelings can affect our physical state ▪ Explain what we mean by a 'positive, healthy relationship' ▪ Using assertive strategies for saying 'no' to a friend ▪ Demonstrate collaborative strategies ▪ Recognise that different people can have different feelings in the same situation ▪ Demonstrate a range of feelings through our facial expressions and body language ▪ Identify strategies to respond to being bullied 	<ul style="list-style-type: none"> ▪ Understand how we can negotiate and compromise to manage conflict ▪ NSPCC PANTS rule ▪ Recognise the different relationships we have and how this influences what we share ▪ Recognise potential consequences of aggressive behaviour ▪ Understand what respect is and ways to show respect ▪ Understand and identify stereotypes 	<ul style="list-style-type: none"> ▪ Identify danger, risk and hazards in situations ▪ Explain strategies for safe online sharing ▪ Strategies for managing dares ▪ Explain safety issues for medicine use ▪ Explore why people choose not to smoke and not drink alcohol ▪ Know how to identify and manage risk in situations ▪ Know we can be influenced both positively and negatively ▪ Explore good and bad consequences of decisions 	<ul style="list-style-type: none"> ▪ Explain how different people in the school and local community help us to stay healthy and safe ▪ Identify some of the rights and responsibilities of children ▪ Understand the ways we can contribute to the decision-making process in school ▪ Recognise that reports in the media can influence the way we think about a topic ▪ Recognising how we can influence the outcome of situations by our actions ▪ Understand ways that environmental organisations work to help to take care of the environment ▪ Identify some of the expenditures in the home and school ▪ Explain who pays taxes and what they are for 	<ul style="list-style-type: none"> ▪ Identify and appreciate our own uniqueness ▪ Recognise choices we make for ourselves and choices others make for us ▪ Make choices for a menu considering the Eatwell Guide ▪ Understand the ways we can contribute to the care of the environment ▪ Identify ways different people support the school community 	<ul style="list-style-type: none"> ▪ Identify changes that happen to people during their lives ▪ Recognising how the Learning Line can help us to manage change more easily ▪ Identify positive and negative feelings ▪ Understand how the onset of puberty can have an emotional and physical impact on us ▪ Identify parts of the body that females and males have in common and those that are different ▪ Know the correct terminology for genitalia ▪ Understand and explain why puberty happens ▪ Know that babies come from the joining of an egg and a sperm ▪ Know what happens when an egg doesn't meet a sperm ▪ 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 with periods
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<p style="text-align: center;">Year 5/ 6 cycle A</p>	<ul style="list-style-type: none"> ▪ Explain ways to work collaboratively ▪ Describe ways to use negotiation and compromise to resolve conflict ▪ Reflect on our own friendship qualities ▪ Identify the qualities needed to make a healthy relationship ▪ Recognise that some relationships can be unhealthy ▪ Understand and practise assertiveness skills in different situations ▪ Understand that online communication can be misinterpreted 	<ul style="list-style-type: none"> ▪ Identify key qualities of friendship ▪ Describe ways of making a friendship last ▪ Demonstrate respectfulness when responding to others ▪ Understand what discrimination and ways discriminatory behaviour can be challenged ▪ Explain the importance of mutual respect for different faiths and beliefs and how we can demonstrate this ▪ Understand and explain the difference between sex, gender identity, gender expression and sexual orientation ▪ Understand that information we see online is not always true or accurate ▪ Identify the consequences of positive and negative behaviour on themselves and others 	<ul style="list-style-type: none"> ▪ Explain what a habitat is and why and how a habit can be hard to change ▪ Recognise positive and negative risks in situations ▪ Explain how to weigh up risk factors when making decisions ▪ Demonstrate strategies to deal with face-to-face and online bullying ▪ Suggest ways of standing up to someone who gives a dare ▪ Suggest what someone should do when they are faced with a risky situation ▪ Explain risks of being friends with a person online they have not met face-to-face ▪ Recognise disrespectful behaviour online and know how to respond to it ▪ 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 and unsafely 	<ul style="list-style-type: none"> ▪ Express their opinions on an issue concerning health and wellbeing ▪ Understand what biased reporting is and the need to think critically about the things we read ▪ Understand the difference between rights, responsibilities and duties ▪ Recognise the kind of work voluntary groups do and how it can make a difference in the community ▪ Explore influences and questions a consumer should ask before buying a product ▪ Define the terms loan, credit, debt and interest ▪ Know the public services that local councils are responsible for ▪ Understand that local councillors are elected to represent their local community 	<ul style="list-style-type: none"> ▪ Know two harmful effects of smoking and drinking alcohol ▪ Explain the function of at least one internal organ ▪ Identify our own strengths and talents ▪ Identify areas for improvement and describe strategies for achieving them ▪ Explain what being part of a school community means to them ▪ Identify people who are responsible for helping them stay healthy and safe ▪ Recognise the way people are portrayed in the media isn't always a true reflection of them in real life 	<ul style="list-style-type: none"> ▪ Use a range of words and phrases to describe the intensity of different feelings ▪ Explain strategies we can use to build resilience ▪ NSPCC PANTS rule ▪ Explain how someone might feel when they are separated from someone or something they like ▪ Identify some of the products we may need during puberty and why ▪ Know the correct words for external sexual organs ▪ Identify some of the myths associated with puberty ▪ Recognise the emotional changes that happen during puberty and how we can deal with these ▪ Identify situations when someone may need to break a confidence in order to keep someone safe ▪ Give examples of how bullying behaviours can be stopped
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<p style="text-align: center;">Year 6/ Cycle B</p>	<ul style="list-style-type: none"> ▪ Demonstrate positive strategies for negotiating and compromising within a collaborative task ▪ Suggest strategies for dealing with the challenges that arise from friendships, demonstrating the need for a respectful and assertive approach ▪ Demonstrate using assertive behaviours to resist peer influence and pressure ▪ Describe ways people show their commitment to each other ▪ Know the ages at which a person can marry, depending on whether their parents agree ▪ NSPCC PANTS rule ▪ Describe safe and respectful behaviours when using communication technology 	<ul style="list-style-type: none"> ▪ Suggest strategies for dealing with bullying, as a bystander ▪ Demonstrate ways of showing respect to others, using verbal and non-verbal communication ▪ Explain the term prejudice ▪ Describe the benefits of living in a diverse society ▪ Describe the qualities of a strong, positive friendship ▪ Define what is meant by the term stereotype ▪ Challenge stereotypical gender portrayals of people 	<ul style="list-style-type: none"> ▪ Identify strategies for keeping personal information safe online ▪ Explain the risks of sharing photos or videos of themselves with other people directly or online ▪ Know that drugs can have both medical and non-medical uses ▪ Understand the basic laws in relation to drugs ▪ Describe some of the effects and risks of drinking alcohol ▪ Know that all humans have basic emotional needs and explain some of the ways these needs can be met ▪ Understand how independence and responsibility go together 	<ul style="list-style-type: none"> ▪ Know the legal age (and reason behind these) for having a social media account ▪ Describe the benefits of saving money ▪ Recognise 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 ▪ Suggest actions that could be taken to live in a more environmentally sustainable way 	<ul style="list-style-type: none"> ▪ Identify aspirational goals and the actions needed to set and achieve these ▪ Identify and explain the outcomes of risk-taking in a given situation, including emotional risks ▪ Recognise what risk is ▪ Explain how a risk can be reduced 	<ul style="list-style-type: none"> ▪ Recognise some of the changes they have experienced and their emotional responses to those changes ▪ Recognise that photos can be changed to match society's view of perfect ▪ Understand that people can feel pressured to behave in a certain way because of the influence of the peer group ▪ Give examples of the physical and emotional changes associated with puberty ▪ Understand what FGM is and that it is an illegal practice in this country ▪ Know where someone can get support if they are concerned about their own or another person's safety ▪ Explain the difference between a safe and unsafe secret ▪ 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 ▪ Explain how HIV affects the body's immune system ▪ Understand that HIV is difficult to transmit ▪ Know how a person can protect themselves from HIV
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