



Ark Globe
Academy

Relationships and Health Education Policy (Primary)

Sex and Relationship Education Policy (Secondary)

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1. Introduction and Guiding Principles

- 1.1.** Ark Globe Academy is committed to all pupils growing up healthy, happy, safe and able to manage the challenges and opportunities of modern Britain.
- 1.2.** Ark Globe's Relationships Health and Sex Education (RHSE) curriculum is designed to equip pupils with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful and productive adult life.
- 1.3.** This policy defines the parameters of Relationships, Health and Sex Education and provides detail of the content, the implementation and the processes we undertake to deliver effective RHSE at Ark Globe.
- 1.4.** Relationship, Health and Sex Education at Ark Globe Academy is guided by the following principles:

- A. Age-Appropriateness:** The RHSE curriculum covers content appropriate for each year group.
- B. Transparency:** Parents are made aware of the content of the RHSE curriculum and resources used are also available for parents to see. The home-school partnership is important in the delivery of the curriculum.
- C. Keeping children safe:** The curriculum is designed to raise awareness about key issues so that children are able to lead safe and healthy lives.

2. Defining Relationships and Health Education

2.1. Relationships Education

2.1.1. Teaching the fundamental building blocks and characteristics of positive relationships, with particular emphasis on friendships, family relationships and relationships with other peers and adults.

2.2. Health Education

2.2.1. Teaching the characteristics of good physical health and mental wellbeing.

2.3. Sex Education

2.3.1. Teaching issues related to puberty, sexual orientation, sexual relationships and sexual health.

3. Content covered in Relationships and Health Education at Primary

3.1. The RHE curriculum is delivered by Ark Globe's class teachers. The content is structured so that it is age-appropriate and explicitly builds upon prior learning. The content of Relationships Education and Health Education is covered in 3.2 and 3.3 of this document, as well as in the appendices.

3.2. Relationships Education

3.2.1. Relationships Education at Ark Globe will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Pupils at Ark Globe will be taught what a relationship is, what family means and who can support them. This will be delivered in an age-appropriate manner, covering how pupils should treat each other with kindness, consideration and respect.

3.2.2. Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year. All content that is delivered has been designed to be age-appropriate and cumulatively build on previously covered subject matter.

Autumn 1	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society

Spring 2	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

3.2.3. At Ark Globe Academy we allocate an hour to RHE each week in order to teach the RHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

Assemblies, our praise and reward system, our Learning Charter, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

3.2.4. Class teachers deliver the weekly lessons to their own classes.

3.2.5. Relationships Education content relating to online relationships is also covered through our Online Safety Computing unit, taught to all year groups, as well as in e-safety assemblies and taught content sessions.

3.2.6. By the end of primary school, pupils will have been taught content on:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

3.2.7. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education which can be found in appendix (a).

3.2.8. It is important to explain that whilst the *Relationships* Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the *Celebrating Difference* Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum. Specific details of the Relationships Education content can be found in appendix (a).

3.3. Health Education

3.3.1. Health Education at Ark Globe will give the pupils the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

3.3.2. By the end of primary school, pupils will have been taught content on:

- Mental wellbeing
- Internet safety and harms

- Physical health and fitness
- Healthy eating
- Facts and risks associated with drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

3.3.3. The Health Education curriculum is delivered by Ark Globe’s class teachers. The content is structured so that it is age-appropriate and explicitly builds upon prior learning.

3.3.4. Health Education content relating to online relationships is also covered through our Online Safety Computing unit, taught to all year groups, as well as in e-safety assemblies and taught content sessions.

3.3.5. The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

3.3.6. It is important to explain that whilst the *Healthy Me* Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the *Calm Me* time, social skills are grown every lesson through the *Connect Us* activity and respect is enhanced through the use of the *Jigsaw Charter*.

3.3.7. Specific details the Health Education content covered can be found in appendix (b).

4. Sex Education

4.1. The DfE Guidance 2019 (p.23) recommends that all primary schools ‘have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. However, ‘Sex Education is not compulsory in primary schools’. (p. 23)

4.2. Schools are to determine the content of sex education at primary school. Sex education ‘should ensure that both boys and girls are prepared for the changes that 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’.

4.3. At Ark Globe Academy, we believe children should understand the facts about human reproduction before they leave primary school. We define Sex Education at Primary as ‘understanding human reproduction and preparing boys and girls for the changes that adolescence brings’ and intend to teach this as part of Jigsaw curriculum in the summer term of Y6. The school will inform parents of this right by the end of the Spring Term before the unit is taught.

4.4. Our Primary Sex Education will focus on:

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

4.5. The following lessons are sex education lessons to be taught in Y6:

Lesson name	Learning objectives. Please teach me to...
L2: Puberty	<p>RHE objective:</p> <ul style="list-style-type: none"> Explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally <p>Emotional literacy & social skills objective:</p> <ul style="list-style-type: none"> Express how I feel about the changes that will happen to me during puberty
L3 Babies: Conception to birth	<p>RHE objective:</p> <ul style="list-style-type: none"> Describe how a baby develops from conception through the nine months of pregnancy, and how it is born <p>Emotional literacy & social skills objective:</p> <ul style="list-style-type: none"> Recognise how I feel when I reflect on the development and birth of a baby
L4: Boyfriends and Girlfriends	<p>RHE objective:</p> <ul style="list-style-type: none"> I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend <p>Emotional literacy & social skills objective:</p> <ul style="list-style-type: none"> I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to

“Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education” DfE Guidance p.17. Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or RHE lead who will explore any concerns and discuss any impact that withdrawal may have on the child.

5. **Relationship and Sex Education at Secondary**

- 5.1.** The curriculum emphasises the importance of healthy relationships, mutual respect and self-respect.
- 5.2.** For Years 7 to Year 9, it is incorporated into the PSHE curriculum and is taught in the Summer Term.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Identity	Issues of Belonging	Britishness	Self-Esteem	Mental Health and Emotional Wellbeing	Healthy Relationships & different types of relationships
Year 8	Political Ideas	Radicalism	Healthy Lifestyles	Substance Misuse	Planning for the future	RSE
Year 9	Emotional Wellbeing	Online Safety	Prejudice and Discrimination	Substance Misuse	Consent	RSE

- 5.3. Students learn about different types of relationships, including same-sex relationships and same-sex marriage. This is taught in the Summer 2 of Year 7.
- 5.4. Students also learn about the effects of sexting, pornography and online risks including grooming. This is taught in the Summer 2 of Year 8.
- 5.5. The statutory guidance includes important aspects of subject content including consent, sexual harassment, sexual violence, sexual exploitation and coercion in relationships. This is taught in the Summer 1 of Year 9.
- 5.6. Abuse, female genital mutilation and honour violence are also identified as subject matter within the statutory guidance. It is important that children learn what is lawful and unlawful. This is addressed in the Summer 2 of Year 9.
- 5.7. Resources from recognised bodies- the PSHE Association, Dove Self Esteem Project, Mind , School of Sexuality Education and the Sex Education Forum- are used to ensure the curriculum content is appropriate, accessible and addresses key issues.
- 5.8. For Years 10 to Year 13, PSHE and SRE is incorporated into the pastoral time students have at the start and end of the school day. In addition to this, students have drop-down afternoons to address key issues around SRE and PSHE. The PSHE and SRE curriculum for Years 10 to Year 13 is detailed below:

Year 10	Bringing about Change	Violence against Women and Girls	Grooming and County Lines	Revision Skills	Risky Behaviours & Positive Choices	Consent & Sexual Health
Year 11	Revision Skills	Post-16 Options	Mental Health & Wellbeing	Consent & Sexual Health		
Year 12	Mental Health & Wellbeing	Mental Health & Wellbeing	Consent & Sexual Health	Revision Skills	University and Careers	University and Careers
Year 13	Revision Skills	University and Careers	Moving Away from Home: Mental Health & Wellbeing	Moving Away from Home: Risky Behaviours and Positive Choices		

6. Teaching, monitoring and Assessment of RHE

- 6.1. Teaching of RHSE content will be in-line with Ark Globe's teaching and learning policy.
- 6.2. Content will be adapted in its delivery by classroom teachers to ensure that it is accessible to all pupils, including those with SEND. This will be done in-line with Ark Globe's teaching and learning policy.
- 6.3. Monitoring of RHSE teaching will be in-line with Ark Globe's Teaching and Learning policy. Senior leaders and the RHSE subject lead will undertake learning walks to ensure the correct coverage of content and provide support and training to so that all staff members are confident in delivering Ark Globe's RHSE curriculum.

7. Right to withdraw

- 7.1. Parents cannot withdraw their children from Relationships and Health Education. However, parents can withdraw their children from Sex Education. At Primary, this is covered in the Year 6 *Changing Me* puzzle in Summer 2 and at Secondary, this is covered in Summer 2 of Year 7, Year 8 and Year 9,
- 7.2. If parents do choose to withdraw their child, there is an obligation on parents to provide sex education themselves.
- 7.3. The science curriculum at Ark Globe follows the National Curriculum which includes content on human development, including reproduction. There is no right to withdraw from this content.
- 7.4. Should a parent wish to discuss the content relating to Relationships and Health Education at Ark Globe Primary or Ark Globe Secondary, they should speak to the Curriculum Lead.

8. Protocols

- 8.1. We are aware that children are likely to have many questions that may occur at any time. Children tend to ask whatever is on their mind. We see this as a positive point and a sign that we have created a safe environment where children feel empowered to feed their natural curiosity and learn about themselves, their bodies, and the world around them. However, we acknowledge that some parents may feel uncomfortable about how particular questions may be dealt with in class.
- 8.2. We believe children are better off receiving honest, open answers from safe adults in their lives, rather than it being left to the internet or older children with a smart phone. In the age of information, where children access to tablets, smart phones and the internet (often unsupervised) it is essential that we help children to recognise that they can ask questions without judgement rather than searching for answers on the internet.
- 8.3. Staff will deal with children's questions age appropriately and consistently across the school as follows:
 - Children will be praised for asking questions. We wish to encourage children to seek answers from safe adults.
 - If a question is relevant to the whole class, we will answer it in the whole group.
 - However, as with any other subject, there may occasionally be the need to differentiate depending on children's knowledge and experience. Some children may need additional information or support compared to others.
 - If a child asks a question that is not necessarily suitable for the entire class, we will respond, by saying: "That is a fantastic question, hold that thought, I am going to set everyone some work and I will come and talk to you and answer your question in a minute when everyone else is working."
 - If the member of staff does not have an answer or doesn't know, they will say so. There is no shame in not knowing the answer, but the member of staff should make every effort to help the child to find the answer later.

- If the member of staff is not sure how best to answer a particularly tricky question, our suggested response is: “That is a brilliant question, I would like to give you an equally brilliant answer, so let me have a think about it and once I know the best way to explain it clearly, I will come back to you”
- This will allow teaching staff time to think, seek help, advice, or support from colleagues, or to speak to senior management.
- If a child asks a question we know parents may be uncomfortable with, staff may choose to delay answering the question (as above) until they have spoken to the parent/carer if possible and talk through their response.
- Teachers will answer questions, openly, honestly, scientifically and factually, without relying on their own personal beliefs. Teachers will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either parties feel vulnerable.

9. Availability, reviewing and updating RHE Policy

- 9.1.** Ark Globe’s RHSE policy will be disseminated to all staff members and governors.
- 9.2.** Annual training will be provided to staff on the policy content.
- 9.3.** Ark Globe’s RHSE policy will be available on the school website for parents to access.
- 9.4.** The RHSE Lead will facilitate the gathering of policy feedback from parents, staff, and pupils every two years.

**Draft Policy
September 2021**

Appendix A

Relationships Education in Primary schools (Appendix) – DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. The references R3/H5 etc can be cross-referenced on the Jigsaw mapping documents and Puzzle Maps to show which lessons throughout Jigsaw contribute to which statutory outcomes. All statutory outcomes are covered in the Jigsaw 3-11 Programme.

The guidance states that, by the end of primary school:

	Pupils should know...	How Jigsaw provides the solution
Families and people who care for me	<ul style="list-style-type: none"> • R1 that families are important for children growing up because they can give love, security and stability. • R2 the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • R3 that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • R4 that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • R5 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). • R6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference • Being Me in My World
Caring friendships	<ul style="list-style-type: none"> • R7 how important friendships are in making us feel happy and secure, and how people choose and make friends • R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded 	

	<ul style="list-style-type: none"> • R10 that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • R11 how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help and advice from others, if needed 	
Respectful relationships	<ul style="list-style-type: none"> • R12 the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • R13 practical steps they can take in a range of different contexts to improve or support respectful relationships • R14 the conventions of courtesy and manners • R15 the importance of self-respect and how this links to their own happiness • R16 that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • R17 about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive • R19 the importance of permission-seeking and giving in relationships with friends, peers and adults 	
Online relationships	<ul style="list-style-type: none"> • R20 that people sometimes behave differently online, including by pretending to be someone they are not. • R21 that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • R24 how information and data is shared and used online. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference
Being safe	<ul style="list-style-type: none"> • R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • R26 about the concept of privacy and the implications of it for both children and adults; 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me

	<p>including that it is not always right to keep secrets if they relate to being safe.</p> <ul style="list-style-type: none"> • R27 that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • R29 how to recognise and report feelings of being unsafe or feeling bad about any adult. • R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard, • R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so. • R32 where to get advice e.g. family, school and/or other sources. 	<ul style="list-style-type: none"> • Celebrating Difference
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Appendix B

Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.







By the end of primary school:

	Pupils should know	How Jigsaw provides the solution
Mental wellbeing	<ul style="list-style-type: none"> • H1 that mental wellbeing is a normal part of daily life, in the same way as physical health. • H2 that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • H3 how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. • H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • H7 isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • H9 where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online). • H10 it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me • Relationships • Changing Me • Celebrating Difference

Internet safety and harms	<ul style="list-style-type: none"> • H11 that for most people the internet is an integral part of life and has many benefits. • H12 about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • H13 how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. • H14 why social media, some computer games and online gaming, for example, are age restricted. • H15 that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • H17 where and how to report concerns and get support with issues online. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Healthy Me
Physical health and fitness	<ul style="list-style-type: none"> • H18 the characteristics and mental and physical benefits of an active lifestyle. • H19 the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • H20 the risks associated with an inactive lifestyle (including obesity). • H21 how and when to seek support including which adults to speak to in school if they are worried about their health. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Healthy eating	<ul style="list-style-type: none"> • H22 what constitutes a healthy diet (including understanding calories and other nutritional content). • H23 the principles of planning and preparing a range of healthy meals. • H24 the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking 	

Health and prevention	<ul style="list-style-type: none"> • H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • H28 the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • H31 the facts and science relating to immunisation and vaccination 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Basic first aid	<ul style="list-style-type: none"> • H32 how to make a clear and efficient call to emergency services if necessary. • H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Changing adolescent body	<ul style="list-style-type: none"> • H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • H35 about menstrual wellbeing including the key facts about the menstrual cycle. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Changing Me • Healthy Me

Appendix C: Jigsaw RHE Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Being Me in My World 	Celebrating differences 	Dreams and Goals 	Healthy Me 	Relationships 	Changing Me 
Yr 1	I understand my rights and responsibilities within our Learning Charter.	I can tell you some ways I am different from my friends.	I can tell you how I felt when I succeeded in a new challenge and how I celebrated it.	I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy.	I can tell you why I appreciate someone who is special to me.	I can identify the parts of the body that make boys different to girls and can use the correct names for these.
Yr 2	I understand how following the Learning Charter will help me and others learn.	I can identify some ways in which my friend is different from me.	I can explain some of the ways I worked cooperatively in my group.	I can make some healthy snacks and explain why they are good for my body.	I can identify some of the things that cause conflict between me and my friends.	I can recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of my body are private
Yr 3	I understand why creating a Learning Charter is important to help myself and others in the classroom.	I can tell you about the differences between me and my friends and celebrate these differences.	I can identify the steps I need to take to reach my goals and dreams.	I understand the difference between what is healthy and unhealthy, and I am able to change my behaviours.	I can notice and resolve conflict. From this, I can build strong relationships.	I can identify how bodies change on the inside and outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.
Yr 4	I understand how democracy and having a voice benefits the school community.	I can tell you a time when my first impression of someone changed as I got to know them.	I know how to make a new plan and set new goals even if I have been disappointed.	I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.	I can explain different points of view on an animal rights issue.	I can identify what I am looking forward to when I am older.
Yr 5	I understand how democracy and having a voice benefits the school community and know how to participate in this.	I can explain the differences between direct and indirect types of bullying.	I can describe the dreams and goals of a young person in a culture different from mine.	I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures.	I can explain how to stay safe when using technology to communicate with my friends.	I can describe how boys' and girls' bodies change during puberty.
Yr 6	I understand how democracy and having a voice benefits the school community.	I can explain ways in which difference can be a source of conflict or a cause for celebration.	I can describe some ways in which I can work with other people to help make the world a better place.	I can evaluate when alcohol is being used responsibly, anti-socially or being misused.	I can recognise when people are trying to gain power or control.	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.